

# JOURNAL

## OF THE

# Mysore State Education Federation

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## THE ROLE OF AIDED EDUCATIONAL INSTITUTIONS\*

BY SHRI R. SRINIVASAN

*Director of Public Instruction in Mysore*

**T**HE role of aided educational institutions such as the R.B.A.N.M. School in the spread of education has been important but aided institutions will have a far more important and effective part to play in the future. To widen educational opportunities and at the same time to raise standards—to provide a varied, comprehensive service in every area, this is our great problem now. Sooner or later, education up to the completion of the Secondary level will be the minimum educational need of that vast number who form the backbone of our nationhood. Though the provision of a universal compulsory course of Primary Education will be the field of greatest concentration of effort in the next decade or so, the spread of Secondary Education in its own measure, will undoubtedly have to receive its due share of national attention. But if Secondary Education is to spread successfully, it can only be through the close co-operation of the people and the Government, on the basis of educational partnership between the two, i.e., the people and the Government. This marks the foundation of a sound system of grant-in-aid. The spirit of partnership is coming into the forefront now-a-days and it augurs well both for governmental effort and the efforts of private educational bodies. I may cite one or two instances to illustrate the way in which the spirit of partnership is being brought about.

We found that in the different areas of New Mysore which came together after the reorganisation of States, there were differ-

ent systems of grant-in-aid with their own destructive advantages as well as drawbacks, we had to evolve a uniform system from out of these diverse systems. It is noteworthy that this task of evolution of a Draft Grant-in-Aid Code for the New State has been performed by representatives of the Government and the representatives of aided institutions, sitting together to answer the question, viz., "How shall we widen educational opportunities and at the same time raise educational standards?" Mr. Ramamurthy, the Secretary of your own Managing Committee, as a member of the Committee which has drafted the new Code, will bear witness to that new spirit of partnership which is coming up and which, I dare say, will vitalize the Grant-in-Aid Scheme. Once, when a ticklish question came up and he was asked for his opinion, he said in turn that he would have to consult the teachers. And it was indeed a gladdening thing to hear him say so, for, the educational partnership which I have been emphasising again and again is indeed a triangular partnership between the Government, the management of schools and the teachers. There can and should be no hitch of any kind so long as all of us have a common purpose, viz., educational advancement at large. The Draft Grant-in-Aid Code is expected to help existing managements to function more successfully and also to induce fresh managements to come up to open new schools in schoolless areas. We have now about 560 High Schools in the State and according to the Educational Survey which has now been completed, another 450 High Schools or thereabout will be required to serve the

\* Address delivered on the occasion of the Founders' Day at the R.B.A.N.M. High School, Bangalore last August.



needs of all areas of the State. How soon we will be able to achieve this target is a matter of finance, mainly. Taking in practical terms and looking to our financial resources and considering that we have a scheme of Higher Secondary Education to implement, we might perhaps set ourselves a more modest target of High Schools for the State by the end of the Third Five-Year-Plan. The remainder of the High Schools envisaged by the Survey may be taken up in subsequent years. Even so, the task ahead is a stupendous one and its realisation will only be possible if the Government and the public were to share the burdens together. The successful sharing of this burden is the purpose of the new draft grant-in-aid provisions.

One of the main provisions of the new Draft Grant-in-Aid Code has already been anticipated and implemented. That is the extension of the Government scales of pay and dearness allowance to all aided and local body schools and the payment of grant on this basis. I am glad to note from your Annual Report that your school, like so many other schools, have given effect to the new scales. The long-standing and vexed question of disparity of scales of pay between Government schools and aided schools has now been practically solved.

As another instance of the new spirit of partnership between the Government and the aided schools, I would like to quote from your own Annual Report. A new system of sending government auditors to audit the school accounts has been introduced. In your Report, you have referred to the new system as a happy innovation and have wished for its continuance. Like so many allied matters, it all depends upon the way in which the thing is done in this particular case, upon the way in which the departmental auditors approach their task and also on the way in which the managements themselves look at that approach. The auditor comes to the school not to find fault with the accounts, with a view to make disallowances but to help and clarify in the working of the rules. While he has to ensure that the grants given by Government are properly used, he also helps the managements to secure the fullest grants that their work would justify. To me who was anxious to hear about the new system of departmental auditing, in its actual working, the observations in your Report are heartening.

In your Annual Report, reference has been made to the fresh commitments which this institution will have to face in the event of its conversion to a Higher Secondary School. I think that they are commitments, worth entering into, to raise the school to a higher stature, in order to shoulder the new responsibilities of the High Schools of the future. I have often been asked: "What is a Higher Secondary School?" My conception of a Higher Secondary School, expressed perhaps in the unimaginative language of an educational administrators, will be somewhat as follows:

Firstly, the Higher Secondary School will have to provide a higher standard of education and training than hitherto. This is because of three new demands. Students passing out of the High School and desiring to join the University used to go until lately through an "Intermediate" course of studies. This has now been transformed to a shorter "Pre-University" stage. But this "Pre-University" stage is a temporary arrangement and the High Schools will have to prepare students to enter the University directly i.e., join straight-away the new 3-Year Degree course without either the "Intermediate" or the "Pre-University" course in between. The High School would also have to prepare its students to join the technical and professional courses, which demand higher standards of attainment. And furthermore, for that large number of High School leavers who do not either proceed to the University or take to technical and professional courses but who enter life directly in some avocation or other, the training has to be such as could be called complete (at a certain level, of course). For all this, the High School will have to aim at a higher standard. The Educational Integration Advisory Committee which was set up in the New Mysore State to evolve a uniform pattern of education has expressed the view that, in order to reach the higher standard expected, the new High School course or Higher Secondary course should be of four years' duration instead of the common three-year period of the present.

In a composite school, such as the R.B.A.N.M.'s, which has both the Primary (8 years' Lower Primary and Middle) and the 3 years' High School classes, the addition of another year to the High School will not mean the addition of another class, taking the school as a whole. This is because, the



Primary course in the reorganised educational system will be one of seven years and the Higher Secondary, of 4 years' duration. The reorganised system will mean, therefore, the transformation of the present eighth year Middle School class to the first year of the High School. Putting it in practical terms, it will mean the appointment of graduate teachers for this class, provision of scientific instruction, library facilities, etc., which all go with a High School.

When I say that Graduate teachers will have to be appointed for the eighth year class, you may immediately ask what about the teachers who are now teaching in the eighth class? Will their services be no longer required? These questions have to be answered with reference to a fundamental consideration on which the reorganised system will be based, viz., that it will be possible to attain in the period of 7 years of the new Primary course, the same standard as is now being practically reached in the 8-year schools. This means that provision of staff, equipment, etc., for the 7-year schools should be vastly improved. The suggestion now actively under consideration is to treat the staff, equipment, etc., available in the present eighth year class not as a saving resulting from the reorganisation of the Primary course as one of 7 years, but as something that may be ploughed back and spread over the remaining 7 classes, so that you may have compact classes for efficient instruction and better equipped classes. There will be no occasion, therefore, for dispensing with the services of the present teachers of class VIII because of their likely appointment, as additional teachers for Classes I-VII for improving the quality of instruction in these classes.

A higher standard in the High Schools is not attained by the mere addition of another higher class but by raising the standard of instruction throughout the entire course. Just as better qualified teachers are to be appointed for the first year class of the High School, i.e., Class VIII, the Higher Secondary Schools should have correspondingly higher qualified teachers for the top classes by having persons with the Honours, M.A., M.Sc., or equivalent qualification. Here again, the immediate question will be—what about the experienced teachers who have now been teaching in the Sixth Form (High School Final class)? Will they have

to give place to the new M.A.'s and M.Sc.'s and content themselves with teaching in the lower High School classes? In reply, I can only say that while the appointment of teachers who have qualified themselves for the Master's or equivalent degree will be necessary in view of the fact that the Higher Secondary Schools are to fill in the gap caused by the disappearance of the Intermediate course, it will not mean that all existing teachers will not be entrusted with teaching in the highest class on the mere ground that they do not possess a Master's Degree. I know that there are teachers, who though not possessing the Master's Degree, rise to greater heights than many M.A.'s or M.Sc.'s, by their wide reading, deep understanding and powers of clear exposition. Such exceptions there will always be. But this consideration will not come in the way of the general rule in favour of higher academic qualifications operating.

The Central Advisory Board of Education of the Government of India is also aware of the need for adjustments in regard to existing teachers, with years of teaching to their credit but who do not possess the academic qualifications considered desirable for teaching in the top classes of the Higher Secondary Schools. They have been thinking of the possibility of the Universities undertaking special measures to meet the needs of teachers in the High Schools who wish to take up advanced study in order to qualify for the higher degrees of the University. One of the special measures contemplated by the Board is the provision of three successive summer courses each of about 3 months' duration, to be conducted by the Universities for the benefit of High School teachers. These courses are to be so organised as to enable those undergoing the courses to appear for their regular M.A., or M.Sc., examinations. I am sure you will welcome moves such as this, intended to provide opportunities of advanced study and training for the benefit of teachers. The main idea of the scheme of Higher Secondary Education is the raising of standards at all points.

A Higher Secondary School must have proper equipment especially for the teaching of Science. I understand that the average level of scientific equipment and Science teaching in our High Schools is higher than what prevails in many parts of India. But this, surely, is no ground for any sort



of complacency. We, who are looking forward to Education as a means of building up of our nation, should not content ourselves with narrow comparisons but measure ourselves with the advanced countries. Thinking in this way, I feel that facilities for scientific instruction must be expanded and improved tremendously to come anywhere near a satisfactory standard of scientific instruction of the modern kind. Our schools are almost universally lacking in the provision of practical work and many lack facilities even for good demonstration. Without good demonstration and experiments accompanied by practical work in Science on the part of students themselves, there can be no scientific instruction, worthy of the name. Instruction in Science has become dominant in the present-day educational scheme in the advanced countries of the World. In Soviet Russia, almost half of the school programme consists of the physical sciences, mathematics and mechanical drawing. The child in Soviet Russia is introduced to the basic concepts of natural sciences from the lowest primary grades and formal courses in Science start in Grade IV. By the time the pupil reaches Grade VII, the course includes Zoology, Anatomy and Physiology and Hygiene. Physics, Algebra and Geometry are taught from Grade VI and onwards and Chemistry from Grade VII. Thus, a Soviet Secondary School pupil takes courses in Mathematics (including Algebra, Geometry and Trigonometry) for 10 years, in Physics and Biology for 5 years each, in Chemistry for 4 years and Astronomy for one year. The Sputniks are thus symbols of scientific education, spread over a number of years. I am sure we too must advance in Science and the foundations of this advance must be laid in our High Schools. In the planning of the Higher Secondary Schools, therefore, the major financial provision to the tune of about Rs. 60,000/- per school converted to the Higher Secondary School goes for the improvement of scientific equipment and the construction of additional laboratory accommodation for practical work. A school which wants to convert itself to a Higher Secondary School, will have to make adequate provision for improved methods and facilities for Science teaching.

Again, a Higher Secondary School will have to provide adequate library facilities also. Not only should a variety of suitable

books be provided, but there must also be a live personality, the teacher to introduce the books to the pupils and help them to read them. The Higher Secondary Scheme of the Education Department provides for the purchase of additional books for the Library costing about Rs. 4,000/- per school. Gift of Library books is a suitable form of benefaction on the part of past students, parents and philanthropic-minded persons and with the Government aid supplemented by gifts it should be possible for every school to build up a useful library. I must congratulate the authorities of the R.B.A.N.M. School on having appointed, as the Report says, a regular teacher and an M.A., B.T., at that, as Librarian. This is library organisation on sound lines. The cost of appointing a well-qualified teacher as a Librarian should legitimately be considered as an authorised item of expenditure for the calculation of grant. As you may know, the Education Department has been conducting Librarian courses for High School teachers and I hope that every school will depute at least one teacher for Librarian's training and utilise his services to the fullest extent for making the library work effective. Just as practical work in Science is done under the supervision of a demonstrator, at the High School stage, library work should be directed by a teacher, himself well read and a lover of books, who can create an interest for reading on the part of his pupils.

The Higher Secondary Scheme of the Department makes another provision. This is in regard to giving instruction in some craft or manual occupation or other form of activity which makes for a balance in what would otherwise be called pure academic instruction. The scheme makes provision for an expenditure of Rs. 16,000/- per school for the necessary equipment. You have already an Industrial Section and so the introduction of the new scheme will not, in this respect, present much difficulty. I presume the existence of the Industrial Section shows that you are already proceeding on right lines. I realise that there are many problems connected with the provision of craft training of some other form of manual occupation or other activity for every one of the five hundred or more of the pupils that a High School may have. But the difficulties are not insurmountable. The organisation of this line of activity must



be thought of in diverse ways. This is a new field requiring great initiative and enterprise on the part of the schools—an experiment and a new educational adventure.

A question that has often been asked about the Higher Secondary Scheme of the Department is whether only a few schools will be selected to function as Higher Secondary Schools, leaving the rest to continue as they are in their present role and condition. Obviously, two sets of Secondary Schools, one of superior standard, and the other of a lower standard will be incompatible and will vitiate the principle of equal educational opportunities for all. The Departmental scheme is, therefore, to convert all our High Schools to Higher Secondary Schools, spread over a period of ten years. On account of the huge cost involved, it will not be possible to convert all our High Schools to Higher Secondary Schools simultaneously and so, the programme of conversion has unavoidably inevitable to be spread over a number of years. In the transitional period, however, though the new Higher Secondary curriculum is to be introduced in the first year class of the High School (present VIII Middle School class) in all schools, some of the schools would have to be permitted to continue to three classes until their chance of conversion comes. For the benefit of the pupils of these schools, it is proposed to have an Optional Public Examination at the end of three years of the High School. A pass at either the Public Examination or the Class Examination will make the pupil eligible to join the XI or Final Year in any school which makes provision for this top class.

The portion of the Annual Report of your school dealing with extra-curricular activities makes interesting reading. Sports and Games, A.C.C. and Scouting, St. John's Ambulance Division, Excursions, Union, News Bulletin, etc., are all there. It is these that give richness to school life and makes it full and fruitful. With such constructive activities, the energies of the youth will be made to flow in channels which fertilise the land of healthy growth. Under such conditions problems of discipline solve themselves. Participation by students in such activities helps considerably in the integration of mind and body. A great opportunity lies before students in Free India for such participation. My regret is

that during my school days, there were no such opportunities. A vast field of service and of opportunities lies open before our students today. Knowledge and intellect are no doubt valuable to us but at the same time a strong physique and a good personality are, undoubtedly, equally essential. The main function of education is, perhaps, the development of a harmonious personality, a personality balanced and rich on the intellectual, emotional and physical sides. Regular organised sports and games, youth camps and social service activities help very much in building up both the body and the mind. Such activities as the school has organised are sure to develop great qualities such as character, discipline and home-spirit among students. In this connection, I am of the opinion that the S.S.L.C. card besides giving a record of the marks obtained at the S.S.L.C. Examination should also give a record of the interests and aptitudes of the pupils and of his achievements in that wide area of properly organised school life which is just beyond books and curricular work.

I see from your Annual Report that the admissions to your school are not made on a selective basis but that pupils are admitted as they come. Yet, your E.C. and P.S. percentage is as high as 95. It is a silent but significant tribute to the work of the teachers and the efforts of the management. It shows the efficiency of the school organisation. I congratulate the teachers and the students and the management for their splendid joint performance, the index of which is the noteworthy percentage of E.C. and P.S. I must also congratulate John George who topped the school list and secured the XI place for the whole State.

In the Annual Report, the management have referred to the "very difficult" times as they call it, through which they are passing. The implementation of the pay scales with full service weightage as in Government Schools and the possibility of conversion of the High School to a Higher Secondary School will mean fresh financial commitments. But the path of success is not easy but hard. The difficulties are many and they have to be faced. Speaking on behalf of the Education Department, I can assure you of its helping hand in your sustained efforts to meet the great task which you have undertaken.



## IN-SERVICE EDUCATION FOR TEACHERS

BY SHRI WALTER DE NEAL, B.A., B.Sc., B.Ed., A.B. Ps.S.

**N**EW educational practices take a long time to diffuse completely, some say as long as fifty years. Some of them, however, those that seem to be on the "growing edge" of educational progress often gather a sudden momentum and spread rapidly in a relatively short period. Such trends based on sound practical and theoretical evidence are discernible in some aspects of in-service education.

For some years methods used in this field were a repetition of those in basic training courses. Teachers heard lectures delivered by a bewildering series of experts or were instructed in fatherly terms by administrative officers. Lectures and courses of study at Universities have their place. However teachers who attend them are often seeking required credits or are a "captive audience" in a week's course before school starts. In terms of some of the major objectives of in-service training such programmes tend to provide meagre returns.

The stimulating and exciting trends in this field have their roots in a number of recently recognized facts of which the most important are probably the following:

(a) Teachers themselves are among the most knowledgeable about the art of teaching and are in a good position to identify problems which require investigation.

(b) The psychological motivation of teachers is equally as important as it is for children and this motivation will develop best when teachers are working on problems and in areas that are of immediate concern to them.

(c) Working together effectively in groups is not easy but some major principles have been established and should be considered carefully in developing in-service programmes.

From these principles have developed the type of experience which enables teachers to work together to identify problems of mutual concern, problems which are directly related to their own work and toward the solution of which they can bring a background of experience and real interest. The administrators of the in-service programme become catalyzing and reinforcing agents to spark and support rather than to direct and lecture.

The development of teachers as persons with cultural breadth and as leaders in community growth is a second trend to which in-service programmes contribute. Research indicates that among other things, members of good school staffs have been trained at least three subject-matter areas, have had experience outside their local school districts, participate in non-educational community groups and read widely. These things contribute towards their effectiveness and require consideration in the in-service development of teachers.

A third trend, barely discernible in education but evident in industry and the military services concerns the selection and development of future leaders and administrators. Such persons can be brought together in small groups and presented with realistic case studies and problems of school administration. The experience of dealing with such material *plus* the equally important interaction between members of the group and its leaders provide a sound testing ground for future administrators.

### PRINCIPLES AND PURPOSES

It would be possible to set down a long list of aims and purposes of in-service training and many articles do just this. However it is proposed here to discuss several major principles and to mention more briefly how some of these may lead to more specific definition of aims for particular purposes.

Undoubtedly, the major principle is that in-service education is designed to encourage and assist teacher growth and development. More than this, however, it must be translated into the improvement of education within the classroom. The final test of such effort is whether within the classroom and the school the pupils themselves benefit in a better educational programme. This principle can be delineated into a series of more specific question which evaluate the purpose and effectiveness of the work.

Do teachers feel that they are part of school administration and school planning? Are new and better practices more readily accepted and used by teachers? Are teachers adapting education more closely to rapid changes in technology and society? Do teachers and administrators carry on conti-



nuous self-appraisal of the school? Do teachers feel that experimenting with something new is welcomed? Is in-service training in general welcomed by teachers and not regarded as an extra chore for which no provision is made? Do teachers plan co-operatively and spontaneously in curriculum development and other school problems? Do teachers find new strength and enthusiasm from working in groups and plan spontaneously to continue their investigations and study. Are teachers studying and observing the child as he really lives? Do teachers and children gain a better appreciation and self-realization of the democratic process? Such questions indicate some important aspects of the principles of teacher growth. They help to specify more clearly the general purpose of the type of democratic in-service programme which is gaining favour in the United States of America and in Australia, and to indicate the best synthesis of theory and practice.

Other specific purposes may be formulated to guide certain types of programmes and to cater for certain sections of the teaching profession. For example, beginning teachers require a special type of assistance and supervision. Undoubtedly in some of these the lecture technique and such devices as pamphlets, news-sheets and individual counselling have important roles to play but the rest of this article will concentrate on the type of co-operative group planning and investigation which offers most for teacher growth.

An in-service education programme can only be developed in the light of the needs and facilities of the country and educational system as a whole. The purpose of the in-service programme should grow out of the basis philosophy of teacher-training and school administration. Close co-ordination with the Universities and teachers' colleges which offer the basic training courses and with the various district administrators or supervisors is essential. Some school systems in the United States of America have used field consultants from Universities to excellent purpose although it is apparent in other cases that the basic training and in-service education programmes are completely unrelated. In the State of Western Australia, excellent co-ordination has been achieved between the teachers' colleges which have the overall responsibility for in-service

training as well as basic training and which plan co-operatively with the district superintendents, the specialist supervisors and with the teacher organizations themselves.

New experiences should be introduced gradually and with careful preparation. In a school system which has rather rigid traditions and lines of authority, a too rapid movement into group experiences without careful thought of the subsequent consequences and adjustments may result in frustration for all concerned. There is real professional growth from widely-shared participation in the constructive, thoughtful pre-planning phase to determine objectives and organization of in-service activities and also in the follow-up phase of evaluation and integration.

#### PROGRAMMES AND PROCEDURES

What are some of the features of the successful programmes? First of all it must be stated emphatically that there is a sharp difference between pre-planning in-service activity and pre-structuring. Careful pre-planning is essential and must be as widely shared as possible. Pre-structuring a programme, however, defeats the purpose of this type of in-service experience. Pre-planning includes alerting participants to the responsibility of participation, widely-shared determination of objectives and hopes, briefing on some of the principles of working together in groups, delineation of board areas of concern about which future participants can do some thinking and careful planning of resources and physical setting.

There are many ways of initiating a programme and enlisting co-operation of teachers. Questionnaires have been used to elicit problems wish to study. In other areas a major problem has been posed, such as "How can teachers help best in administration?". One interesting technique called the "unmet needs techniques" has been used with success by the Institute of Administrative Research, Teachers' College, Columbia University, and in one form or another by many other groups as well. The essential technique is to bring together a large group of people known experience and vision and to stimulate them with an address or addresses by speakers of prestige. The speeches which deal with some broad area are designed to spark thought and ideas but not to channel trains of thought into any one particular direction.



Following this, small discussion groups of 12 to 15 members are organized under skilled leaders to discuss more specific problems in the field. At the end of the group periods members are asked to write down in detail on cards or other suitable material problems requiring investigation and study. Examination of the many cards submitted may lead to further long-term study groups.<sup>1</sup>

(a) A large group of people of ability and experience are involved from the beginning in examining the need for change and development.<sup>2</sup>

(b) Every participant has a chance to contribute and to have problems discussed and considered.

(c) Subsequent study groups will have members who have been involved in planning and defining the problem on which they are working.

(d) Pre-planning has been done and group leaders carefully selected and oriented but pre-structuring of lines of thought and development of problems have been avoided.

Other groups have initiated their programmes by evaluating their school or particular areas where weaknesses are apparent. For example, the use of the Illinois Curriculum Programme publication "How Effective are our Guidance Service" was a point of departure for the establishment of an entire in-service programme as well as providing factual material on guidance activities.<sup>3</sup> In addition, the identification and definition of objectives of the educational services of a school and the translation of objectives into action have been used effectively as jumping off points.

Another technique is to set out to study and observe particular aspects of children in the classroom and then to share experiences. Some interesting action on research has been carried out where capable teachers have participated in the definition and analysis of a rather more specific problem, and followed up with the collection of data, generalisation and action.<sup>3</sup>

The main implications are that there must be many approaches and that problems being studied must be of real importance, have some possibilities of extension and solution and fall within the realm of experience of the participants.<sup>4</sup>

Some evidence is available that groups work best where they have feelings of be-

longing mutually to a common group from the start, such as the teachers of one school, or in one area. In some cases the principals of a particular type of school or teachers with a common specific interest form good groups. Such evidence reinforces also the idea of holding courses in places that are familiar to teachers rather than taking them to some relatively remote and strange place. A teacher who has been taken from his school often finds on his return that his enthusiasm is frustrated by the apparent apathy of those who did not share his experience. Stimulating in-service experiences often lead spontaneously into follow-up studies over considerable periods of time and this is more likely when the participants are in the same building or locality.

Programmes in the United States naturally show a wide diversity of procedures and objectives. However some investigations have been made to determine major features and objectives. In a survey of fourteen schools in New York State outside of New York City the most effective in-service educational activities seem to have the following features:<sup>5</sup>

(a) They were on a long-range basis designed as continuing activities.

(b) They were based on felt needs expressed by the desires of participants.

(c) They were democratic in nature.

(d) Activities were aimed at the teacher to contribute to personal growth. Hence the teacher became responsible for his own learning.

(e) School programmes benefited and curriculum revisions followed.

In other survey made for the North Central Association of Colleges and Secondary Schools, questionnaires were filled out by principals and teachers of 261 schools. The features of a good programme were found to be:<sup>6</sup>

(a) Teachers feel they are participating in school administration.

(b) Teacher-growth is promoted.

(c) Co-operative curriculum planning takes place.

(d) Teacher-research and experimentation are encouraged.

(e) New teachers are oriented well.

(f) Co-operation between teacher, parent and community exists.

(g) Salary schemes are adequate.

(h) Plenty of time is made available.



(i) The administrator, is open to suggestion and is just.

(j) The administrator, supervisor and teachers work in all activities as a team.

The reader is referred to the bibliography for specific details of school programmes in the United States.

In Australia centralised State systems with considerable numbers of schools and teachers spread over large distances face other problems of administration and organization of in-service training. Most States make use of both centralized and regional conferences. Perhaps the most interesting developments are in Western Australia and Victoria. In the former the organization of in-service programmes in general is the responsibility of the Superintendent of Teacher-Training, although many regional meetings are held by District Superintendents and by specialist supervisors. In-service training has evolved now to become part of the total training process and the trend is more and more towards the major topic discussion and investigation with co-operative participation between teachers, superintendents, teachers' college and University staff. Considerable follow-up has occurred, both by spontaneous efforts of the teachers and by organized effort.<sup>7</sup>

In Victoria the most interesting feature has been the development of the seminar or group meetings, some of them residential. Usually one topic intensively discussed by small numbers is favoured. Considerable thought has been given to the careful, yet not technical orientation of participants to the principles of working together in groups.

#### WORKING IN GROUPS

A variety of names have been used to describe attempts by groups to tackle common problems. All of these variations have some elements of group dynamics. In recent years some rethinking has been done in this field and some of the earlier extravagant claims have been revised due to a more theoretical sociological approach. However valid evidence appears to justify the following summary of relevant principles in relation to the change of attitudes of individuals:

(a) If group is to be successful in achieving change, both the people to be changed and those who try to do the changing must have a strong sense of mutual belonging to the one group.

This means in effect that the prestige factor between status leaders and teachers must be submerged in the mutual interest and cohesiveness of the group. Leadership proceeds on a co-operative basis. Experiments have shown greater changes of opinions among members of discussion groups operating with participatory leadership than among those with supervisory leadership.<sup>8</sup>

(b) The more attractive a group is to its members, the greater the influence that the group can exert on its members.<sup>9</sup>

The groups' prestige and the importance of its aims must be emphasized so that its cohesiveness and its attractiveness can be increased. A group must feel that what it does is really important, that it will have access to administrative personnel and that its conclusions will be carefully considered and used.

(c) A group can exert greater influence on attitudes and values which are closest to the main attraction of the group. Hence in choosing individuals for a group and in developing problems to be examined it is essential to relate the two.

(d) Group members with prestige in the eyes of the group can exert great influence.

Often they are not the official leaders and are not always welcomed by the leaders. However, for effective group action they must be used to throw their influence into the general stream.

(e) Change is more likely to occur if the group itself works out from its own facts that a change is desirable rather than from pressures exerted from outside the group.

Logic and facts are not enough unless developed and 'accepted' by the group as their own.

(f) Information about the need and plans for change must be known to all members of the group.

Communication must be open and free without barriers even if this means at first the communication of greater hostility.

(g) Efforts to change individuals or parts of a group so that they deviate from the general group pattern will be strongly resisted.

Taking people out of the groups and giving them special training often leads to disappointing results.

(h) Changes in one part of a group produce strain in related parts which must be researched for effective working.



For example, in-service programmes which change the attitudes of teachers and yet leave the principal unchanged or unprepared will lead to frustration.

Some techniques suggested to implement the above principles are :

(a) Take time to brief the group on simple rules of group working. Identify the roles of leader, recorder, observer, consultant.

(b) Working to too close a time schedule inhibits progress.

(c) The size of the group is important. It depends on the activity but most authorities recommend about fifteen.

(d) Social and physical context are important. Take time out for socialising.

(e) Individual subordination and individual effort to speak the other fellow's language are important.

(f) Status leaders must have a sound knowledge of group processes and skills in guiding the group, indentifying needs, planning and establishing action goals while not dominating the group. He is the source of power and confidence when needed.

(g) Evaluation of the groups' efforts, its gains and losses and its approach to its goals should be made.

(h) A group should try to translate its findings into proposed action for teachers when they return to their classrooms but individuals must be prepared to think through their own situations and be responsible for their own learning.

(i) Careful follow-up is necessary in the school situation to encourage and support when teachers are translating group findings into action.<sup>10</sup>

(j) Some channel is necessary for a group's findings to be made known and explained to other people, especially to administrators.

(k) Consultants should be used wisely in concentrated doses and should be people who will not dominate the group.

(l) Good reference and library facilities should be available on the spot.

(m) Group experience is not an excuse to avoid good solid thinking and hard work. Rather should it make such activities more meaningful. Administration, leadership and evaluation.

The key figure in the development of in-service training within a particular area is the status leader appointed to direct and organize the programme. In addition to the personal qualities implicit in the procedures outlined above such a person must have

access to senior administrators so that teachers can be confident that their plans and findings are being considered. The Directors of Curriculum and Instruction have vital interest in this area and should be involved in in-service planning, together with representatives of training institutions. Experience has shown also that the use of a local leader within a school or within a school district leads to much faster adaptation and development of new practices. Such a person works closely with the Principal or Local Superintendent but has the responsibility of co-ordinating and spurring activities within his areas. He can provide the support necessary in following activities which emerge from group meetings.

The development of the School Study Council in the United States where a number of school systems band together around a University to pool and share resources, to tackle new problems and to contribute to basic research could be adapted to a centralized system whereby more intensive co-operation by schools within a geographical district could be encouraged and wider use made of a bigger pool of resources.

The more detailed administrative aspects must be worked out to suit a particular system but some of the important points which must be considered are the use of school time, the allowance of credit for a course, expenses and mobile library and resource materials.

In-service education cannot proceed long without the need to evaluate the programme and see what has been achieved as well as what re-direction is necessary. As it often the case in educational matters the intangible results are most difficult to evaluate and yet among the most important. Evaluation is the responsibility of all who participate and not merely that of the administrator. However the latter is concerned with overall questions such as those outlined in the first section of this article. Such questions should be worked out carefully in the light of the basic objectives of the whole programme.

As well as the evidence which may be obtained by the above, it is possible over a period of time to reassess unmet needs of the school and to see if progress has been made in meeting some of these. Another criterion is the spontaneity and strength of follow-up activities carried out by teachers.

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## RESEARCH IN EDUCATION

BY SHRI T. SADANANDA RAO, M.Ed., *Mangalore*

**P**ROGRESS in any field of knowledge calls for concentrated action. In education, as in psychology, physics or chemistry, or any branch of science, action cannot be blind trial and error, but should be, for the success of education, the result of research. A teacher may be interested in making a subject like the atomic theory understood by his fourth form students and another teacher may be interested in driving home the difference between monism and dualism to his students. Either teacher may not succeed in his efforts, as the subjects may be beyond comprehension for the pupils' level of maturity. Only he who knows what the pupils' interests are, what their capacities are and what level of maturity they have reached, will be able to reach his goal. In like manner, an adult education teacher, just out from the workshop, may write a book in Kannada for his Thulu students, but his students may find his books as difficult as our first form pupils find English. There are innumerable problems like these which our teachers are called upon to face, and tackling these problems requires research into these. There can be no action without research, and of course, there can be no research without action on the part of those who are faced with these problems.

Today, in foreign countries like the U.S.A., every aspect of education has been investigated. Today, as they did fifty years ago, thousands of research workers are at work trying to find out the solutions for the problems they are faced with. The fruits of these research workers, we should know, are mostly immediately taken up and applied for the solution of the problems. They have so many tests, standardized tests, etc., which are now being published by concerns purely on commercial lines. The extent of research can be surmised by the nature of some of the topics on which research had been undertaken. If "the relationship between the death of the parent and success in courtship" was a topic to one worker, homesickness of the hostel students was the topic of another investigator. Still another research worker tries to correlate the height of the pupils with mental age of the students.

So far we have been content to apply the

fruits of their researches in our education, forgetting that our problems are our problems, and their problems are their problems. This is not to say that we and they have nothing in common. But there are much differences. Each cultural environment gives rise to its own problems peculiar to its own. Thus, take for instance, the problems of an adolescent body. The persistent problem an American adolescent has to face, and reported by many adolescent psychologists is that of using the family car. This problem in our country with only a few ears per thousand families is not common to our adolescents. Still another problem which an American adolescent encounters concerns with dating. To his Indian counterpart, dating and necking, petting and dancing are no problems at all. His love-making proceeds on entirely different lines. It is the case with the fears and imagination, attitudes and interests of the children also. Their researches have led them to conclude that their younger generation shows keen interest in aviation and engineering while their girls picture to themselves as becoming one day a personal assistant in some office. If we are to base our educational psychology on the findings like these, then we are not adapting our education to students but we are adapting the students to our educational psychology.

This is especially true of the I.Q. tests. It will be out of place in a conference of educationists and teachers to dwell much on the value of I.Q. tests and measurements. So many persons have devised various I.Q. tests in the United States that I.Q. measurement has become the cardinal feature of all school guidance procedures. Psychological Association of America is publishing these tests so as to make them within the reach of all schools. In schools, students are divided into batches depending upon I.Q. Those with I.Q. below 70, or feeble-minded students are looked upon as a special protege in most of the schools, and conventional school subjects and procedures are discarded when it comes to teach these students.

Now, it is well known that these I.Q. measurements are suited to children of one culture. Most of the items in I.Q. test will be drawn from the culture of the students to



whom they are meant to be administered. Certainly it will be absurd to ask students in India a question whether Washington was the first President of the States. Even taking the U.S. alone into consideration, it has been found that these tests actually work only in one socio-economic group. Davis, Havighurst, Kennel Ells and others maintain that the content of the I.Q. tests favours the children of their upper socio-economic levels and penalises those of the lowest.

When these tests ought to be different for various groupings within a single country itself, what about India, with a different cultural background! But unfortunately, no satisfactory standardized I.Q. tests have yet been devised for Indian children. The Psychology Department of the Madras University has begun only recently standardizing I.Q. tests for Tamil children. But the thread of work of V. V. Kamath in evolving a good I.Q. test battery for Kannada children has not been taken up by anybody, and in consequence, our progress to that extent has had to suffer.

Plato, thousands of years ago, said that all are not alike. But our educational methods are devised to a democratic school, the Philosophy underlying which is that all are alike! When a teacher faces a class of fifty students, he still believes that all those under his ward are born and are growing at the same level. It is this outlook which Dolbear condemned as that of anti-diluvian times. We don't know what their special abilities are. We don't know what their aptitudes are, for we have not yet devised our own aptitude tests. We don't know what their interests are, for no Strong had born here to devise for us Strong's vocational interests tests. Though Secondary Education Commission report provides for bifurcated courses our students are selected on random basis. The work of devising vocational aptitudes tests and interest tests are untouched and undone.

In America, in an investigation by Fenlason Hertz, who asked college students what they felt about themselves, it was found that 2 out of 3, or 67 per cent. were found conscious of their personality. A little over 1 out of 3 or 38.5 per cent. had feelings of inferiority. Only 1 out of 10 or 10 per cent. felt no particular handicaps of personality. It is also said that 1 out of 20 in a class will be in a mental hospital at some time or other. We must know what our Indian stu-

dents think of themselves, and a teacher cannot afford to remain ignorant of this.

In another investigation in New York, it was found that one teacher in every eight, needed psychiatric treatment. We don't know how many of our teachers are *actually* suffering from mental disorders. If 1 in 5 teachers in America has a real need for improving his emotional and mental hygiene, certainly the proportion in India can be greater still. It is to this aspect that we should direct our attention.

Psychology speaks of language development in young children. Depending upon the vocabulary of the young children, textbooks are written. But in our area, our children have to face a special difficulty. Our children grow not in unilingual area, but usually they come from multi-lingual areas. Their mother-tongue is different from the language of the school. The language spoken within the home is different from the language spoken outside the house. Under these circumstances, it is important to know how the vocabulary of the child grows up or whether the natural vocabulary is inhibited by these multiplicity of languages. What research has been done on the language development of child in England or U.S. is not applicable to a country like India.

It is a common cry heard persistently that the standards of instruction and achievement have fallen in recent years. The public have a knack of inventing various reasons to this. No amount of logical argument to the contrary would convince the layman. This cry of the lowering of standards, we should note, is not a feature in India alone. After the First World War, in England also there was the same cry from the public. Even in America there is even now the general complaint of low standards. It is our task, nay duty, to see whether this is the case, and if it is so, what are the reasons for it and what remedy we can have for it.

People say that romantic love scenes depicted on our screens are spoiling our youth. What answer, we educators, can give to this charge? How far is this charge justified? In America, for example, a survey in the early thirties was conducted and it was found that instead of getting any inspiration, romantic love scenes were almost universally hooted at by 13-year-old

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## JAPANESE CULTURE AND EDUCATION

BY SHRI HARISADHAN GOSWAMI, M.A., B.T., M.A. (EDN.)

*Sahitya Bharathi*

The Japanese culture is more than ten centuries old. Due to its touch with the foreign culture, it has always to contradict foreign culture first of all and then after some stability it has assimilated to its own culture the foreign elements. "This repetition of strife and reconciliation is the fundamental characteristic of the formation of Japanese culture and this, too, is one of the difficult problems now facing Japan."<sup>1</sup> Unlike India and China, Japanese culture has assimilated and accepted foreign culture, Oriental and Occidental, from time immemorial. Indian and Chinese cultures become the creative elements of the Japanese culture. The foreign cultures have been rather "metamorphosed". At the crucial day of ours, when there is demand for harmony of reconciliation of values of the East and the West, Japan's process of assimilation may reflect some solutions of our problem of fusing Eastern and Western philosophies of education.

The primitive religion of Japan is not highly developed. It is concerned with nature-worship, ancestor-worship with a tendency towards animism and a strong tint of Shamanism.<sup>2</sup> In the third century, Chinese culture in the form of Confucianism<sup>2</sup> and Buddhism entered into the Japanese culture. From this time the people come to acquire a sense of ethical norm by pursuing knowledge. Buddhism enters at a later stage and shortly after, it is divided into pro-Buddhists and anti-Buddhists. Pro-Buddhists are progressive and they triumph through the efforts of Shôtoku Taishi (Crown Prince Shôtoku)<sup>3</sup>. Shintoism of the ancient Japan can not teach about man's<sup>4</sup> future life. During the Suiko dynasty, the Japanese come to know at the touch of progressive Buddhism 'an ideal world beyond reality—a world of beauty above the practical one'. During the Nara dynasty (A.D. 708-780), Buddhism becomes the State religion. Many students go to the T'sang for various kinds of learning. During Heian dynasty (A.D. 794-1191), a synthesis of Buddhist sects is found and also the secular tendencies. The Japanese accept 'æsthetic endemonism and naturalism'. But with the Kamakura era (A.D. 1192-1333), pessimism develops. Special emphasis upon *loyalty*, *self-denial* and *temperance* are noticed. It also lays stress upon *steadfastness of mind*

and *strong will*. Bustido is a doctrine based on practical experiences and as such it despises every enjoyment—but it absorbs Confucianism and Buddhism, particularly the culture of the Zen cult.<sup>4</sup> Though the efforts of Hôuen, Shinren, Eisai, Dôgen, Nichiren; etc., a new Japanese Buddhism arises during the Kamakura era (A.D. 1192-1333). According to Zen cult, one must return to one's heart and behold. Buddha-nature within oneself and exert oneself to realize through the method of meditation.<sup>5</sup> During the Tokugawa era (A.D. 1603-1866), benevolence and gratitude are created as practical morals of the age. During the Meiji era (A.D. 1869), Japan comes to the contact of Western art, science and other heritage. In the present-day Japan, there are materials for intermixture of world culture e.g., oriental ideas and religions, Greek philosophy, German philosophy, American pragmatism, French literature, Marxism, etc.<sup>5</sup>

As we have seen before, Japan's thoughts are composed of various elements, such as Buddhism, Confucianism, State Shintoism and sectarian Shintoism and Christianity. Family is the main centre of Japanese society. The Japanese have to obey various loyalties and obligations such as loyalty to the family, loyalty to teachers, supervisors, and employers. Upto the World War II, the Japanese Emperor treated himself as something divine. In Japan's educational philosophy 'fundamental psychological endowment' has been recognised as a basic thing. Everything is thought of as divine. With the importation of Buddhism, the Japanese realizes the need for an ideal world beyond reality. The land is also divine—for 'it was created by the gods Jzanagi and Izanam'. 'The imperial line was also divine—for it was a direct descendant of Jinnu, who was in turn a direct descendant of Jinnu, who was in turn a direct descendant of the sun-goddess Amaterasu Omkam. The people of Japan were divine.... All were descendants of the gods, the Kami—but some were descendants of more favoured gods, the basis of occupational distribution had been set.'<sup>7</sup> 'The life of a Japanese is full of duties. He must be on guard<sup>6</sup> every minute. Many duties are ceremonial, such as bowing on meeting others, and many are matters of



language—as shown by the delicate nuances of Japan's uncomplicated poetry—for the correct phase and degree of respect must be used on each occasion. All duties tend to be defined specifically, so that Japanese ethics are called situational applying only to particular situations. Learning all the rules is, therefore, very difficult.<sup>8</sup> In such a situation a Japanese has little tradition of individual self-reliance or general moral principles to guide him.<sup>9</sup>

With Japan's adoption of Western technology, education and specialized training are undertaken to provide industrial workers, technicians and managers, and upto now Japan's educational philosophy is much influenced by American pedagogy mainly.<sup>10</sup> The influence of Western civilization upon the minds of Japan is unique. Confucians, Tao, Buddhism are some of the Eastern philosophies which are also responsible for developing Japan's mind into intuitive rather than analytical.<sup>11</sup> Japan's idea of God is free from the influence of human intellect. 'It has never been trained inductively collecting data and abstracting a principle running through them. It just grasps at each concrete datum of experience and wants to identify itself with it. It does not postulate anything supposed to be underlying the experience. It does not go beyond what confronts it.'<sup>12</sup> Bertrand Russell says about Japan's aim in education in the following language:

'Modern Japan affords the clearest illustration of the tendency which is prominent among all the great powers—the tendency to make national greatness the supreme purpose of education. The aim of Japanese education is to produce citizens who shall be devoted to the State through the training of their passions, and useful to it through the knowledge they have acquired.'<sup>13</sup> Since the death of Emperor Meiji in 1912 and after the Second World War, the Japanese thought is invariably influenced by European and American thoughts. 'Western technology and teachers, and Japanese leadership, learning, and hard work had brought about a hitherto unprecedented change.'<sup>14</sup> It would be, however, hasty to conclude anything about Japan when its history is not in a stable position.

1. *Humanism and Education in East and West*, p. 122.
2. *Ibid.*, p. 123.
3. *Ibid.*, p. 123.
4. *Ibid.*, p. 125.
5. *Ibid.*, p. 126.
6. *Ibid.*, p. 128.
7. *The Year Book of Education*, 1950, Article on Japan, by Robert King Hall., p. 570.
8. *The Nature of the Non-Western World*, pp. 117-18.
9. *Ibid.*, p. 118.
10. Shamsuddin, "Education in Japan" *Teacher's Journal*.
11. *History of Philosophy: Eastern and Western*, Vol. I, p. 604.
12. *Ibid.* Vol. I, p. 604.
13. *On Education*, p. 41.
14. *The Nature of the Non-Western World*, p. 123.

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boys. In our country, we yet don't know what effect the movies are producing on different age-groups of our student population. In this connection, we should always be on the guard not to be misguided by the so-called popular notion. It has been found by experienced research workers, scores of times, that the prejudiced popular notions were quite far from the actualities of the case.

In this and in other fields, the training colleges and the University Education Departments have a great part to play. Like the Teachers' College, Columbia, our teachers' colleges should do the pioneering work in the field of educational research. Teachers' associations too have a part to play

in this. In an advanced country like America, educational associations such as N.E.A. and the American Council of Education report significant research studies and themselves sponsor such projects. So far, we have been content to look to America. We used to take to ourselves methods worn out and 'cast out, and we used to receive them as the "modern" methods. We try to become a scientifically advanced nation in the world by means of a second-hand atomic reactor. We build up our defence by equipping our navy with second-hand ships. It was the same fate with our education. But it need not be so, and should not be so. We should build up our educational methods upon the findings of our researches done in our country.



## INDISCIPLINE

BY SHRI SHAMSUDDIN, M.A., B.T., M.Ed.

Raipur, M.P.

**T**HERE is a cry regarding student indiscipline from every nook and corner of the country. The student is asked to mend his ways for the sake of the country's prosperity as he is the future foundation-stone of the same. The question is, why is this cry? Where is the origin of the malady and what should be the treatment? To find the remedy we shall have to diagnose the causes. Serious defects must exist in the system and they should be paid attention to—I mean removal of defects in the existing system of education and revival of a sense of values among students.

### PLIGHT OF THE TEACHER

"Respect is commanded and not demanded" is an old saying. Hence true leadership is the approach and the same is not to be found in the teacher. He does not command respect and affection which he used to during the past.

During the past political stir, the student was dragged into the field, but there was nobody to lead him in the right direction. His teacher was neglected. It is a painful truth that the teacher was allowed to suffer a social and economic set-back. Hence he could not but care more for his bread than to lead the student.

The teacher has been crying for a reasonable payment in coin and he has always been paid in high philosophical vocabulary from high pulpits. How can you expect a frustrated soul the discharge of his job in a satisfactory manner?

The loss of personal contact between the teacher and the taught has also been one of the causes. Undue emphasis on examination has turned the teacher into a mere agent for preparing the pupil for examinations. As such he has little control even over educational issues. Private tuition became unavoidable for him and naturally he got exhausted. A vicious circle has thus been set up to keep abler people away from the profession.

### THE STUDENT

Growth of economic difficulties has been telling upon the performance of the student of today. In the past, the student community used to come from the well-to-do class,

They never dreamt of any economic hardship. Their number too was small. But at present, the number has shot up very high. Students are required to earn their livelihood partially or wholly throughout their school and college career and this has put them in miserable plight. They do not have a balanced mind and hence there is indiscipline.

The student suffers from bitterness and resentment as he does not feel financially secure. The standard of living too is too low; he often finds miserable conditions around him and lives in unhealthy and congested surroundings. If he be relieved from economic distress, we can surely expect him to do marvellously.

### DEMERITS OF EXISTING SYSTEM

During the foreign regime the aim of education had been to manufacture clerks only which created a bias for the white-collar profession. The product of such education was of no use at all as it deprived them of right development of the senses and physical capacities. It was even indifferent to the development of character and a sense of moral values in the pupil. It was not even fully satisfactory even from the purely academic point of view. Undue emphasis has so far been laid on the examinations. The pupil is judged by the result of the final examination which is more often a test of memory than of understanding or judgment. It encourages a tendency for adopting unfair means as a short-cut to success. Possession of a Degree has become a passport for securing employment. So he adopts undesirable methods to achieve success. The student finds less opportunities for initiative and freedom in curricular or even co-curricular activities.

Much of the students' indiscipline today is an after-effect of the part he has played during the days of the national struggle.

The two world wars have set in motion a process of general demoralisation all over the world. Hatred has almost become a religion with human beings. The wars caused the loss of seriousness of purpose among large sections of students. The spread of materialistic ideology has also undermin-



ed the sense of values. All family ties have been loosened. The low social status of teachers has also contributed to the loss of idealism among pupils. They firmly seem to believe that what is taught through the books might not lead them to real life situations.

#### MEANS OF LIQUIDATION OR ERADICATION

As the disease of indiscipline has become chronic, it will take considerable time for a complete cure. The proper physician is the *Guru* who can efficiently deal with the case. But he should be well equipped and freed from all difficulties which have been coming in the way of his mission.

The new teacher should be a very tactful guide of the student. He should be an affectionate, elder and a sincere friend. The teacher should note that method of aggression is always against the law of nature and it always results in revolt and resurrection. He should not follow the footprints of the old damogogue.

It is quite a sound opinion when some say that for improvement in education, there should be improvement in the teachers' scale of pay. They say, increasing the professional competence of teachers will solve the problem. Others lay emphasis on the idealism. This is very good. Come, let us foster it among the teacher community. It is not at all difficult to achieve.

In Universities too, congenial atmosphere does not prevail, so the spirit is deteriorating. The University teacher is miserably paid in comparison to salaries paid to the persons of commensurate qualification in any other profession. So the humble suggestion is to raise his salary in general and particularly at the initial stage. At the same time, some special categories of posts, for men and women of exceptional abilities, should be created. Appointments should be made on the recommendations of a National Selection Committee. Special recognition should be paid to the members of the staff who have a special flair for teaching.

Teachers of colleges and Universities should be given special facilities to go abroad for higher training. This would not only attract able young men and women but would also raise the academic standard of our Universities. Foreign Professors should be invited in India and a scheme for the deputation of young teachers for study abroad should be worked out as a part of Teacher-

Exchange-Programme. At the same time, improvement in the social status of teachers, improvement in their academic atmosphere and increase in their emoluments at all levels has become inevitable. As regards social status of teachers, I would give an instance of Turkey, where on the issue of raising the University teachers' status, they give preference of consulting the teacher himself in that respect and treat the public as secondary. The practice is no doubt educationally beneficial and politically sound. So special measures for increasing their social status has become indispensable. The Government of India has recently taken a step to raise the social status of Primary teachers by giving them Presidential receptions in Rashtrapati Bhavan in New Delhi.

As regards Head Masters, their status should also be raised by empowering them with wide powers of appointments and promotions of teachers. I would like to make a reference to Japan where the Head Masters of Primary as well as Secondary Schools are practically given the same scale which is in no way less than the salary of any Executive Officer. In Turkey, an Elementary School teacher gets Rs. 250 p.m. at the very outset and goes upto Rs. 500, while the salary of a Secretary to the Government ranges from Rs. 1,100 to Rs. 1,500. It is yet to be penned out that the difference between the salary of a Primary School teacher and that of the highest administrator is in the ratio of one to three in Turkey while in India, today, the ratio is as great as one to eighty.

Today boredom and monotony have engulfed the soul of teaching at the Secondary and Elementary level. So to destroy it, we should make sufficient provision for refresher courses and in-service education for teachers. To make this programme successful, we should organise continuous seminars and study camps for teachers at all levels. By holding holiday camps, they should also be offered opportunities to restore spiritual and physical health.

#### SUGGESTIONS TO IMPROVE ECONOMIC CONDITIONS OF THE STUDENTS

Meritorious, but economically handicapped students should be given all possible help. In Oxford, over 80 per cent. of students are in receipt of public assistance. The U.S.A. too sets a brilliant example in this respect. Many of the students there work their way



through school and college by working as bell-boys, waiters, newspapermen, library assistants, etc.

Residential institutions should be established where each teacher should be responsible for a number of pupils placed in his charge. Self-help programmes should also be started which would help for improvement of playgrounds, stadiums, theatres and gardens, etc. Tiffin should also be provided to the school children either at nominal rates or free of cost. If the funds are adequate, simple school uniform should also be supplied.

#### REMOVING THE DEMERITS OF THE EXISTING SYSTEM OF EDUCATION

Both the University Commission and the Secondary Education Commission have suggested reconstruction of Secondary Education in order to meet the requirements of adolescents. There should be also provision for physical and moral education of pupils. N.C.C. and A.C.C. training too has become inevitable now. For development of character and initiative, scouting and guiding opportunities should be offered.

The existing system of examination should also be reconstructed along with the diversification of courses and increase of co-curricular activities in the light of suggestions made by the Commissions.

You can safely guarantee that the indiscipline among the students would totally disappear if they are engaged in work steadily throughout the year. Dynamic methods of teaching should be introduced. Introduction of tutorials, seminars and discussions would be of immense help to the older pupils.

The recent policy of emphasis on possession of a Degree as a passport for employment should be discouraged. The example of Great Britain has shown that a sufficient number of able persons can be recruited to the Public Service without any emphasis on a Degree.

House system of self-government in schools should also be introduced. The Council of Monitors may also constitute a Juvenile Court of Honour.

#### SUGGESTIONS FOR SENSE OF VALUES AMONG STUDENTS

In India the *per capita* annual income is about Rs. 300 while the education of a pupil costs the community between Rs. 500 to Rs. 600 a year. The College and University Education costs even higher amounting to Rs. 1,000 per student.

Students should be encouraged for association with various types of projects for the progress of the community. Education aims to train the future citizen. At the same time it determines the shape of future society. The value of such education depends on the character and competence of the teacher who is the backbone of the system. So the fate of the society depends upon the quality of the teacher it possesses. It is no exaggeration to say that incompetent and dissatisfied teacher undermines the very foundation of society. Their incompetence and discontentment infect the future generation. It results in revolution, disruption and decay. But a batch of teachers, sincere to ideals; and true followers of praiseworthy traditions can bring about a wonderful revolution. They can bring unfathomable progress, prosperity and real sense of life to human beings of the world.

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## DRAMATIC ART AS MEDIUM OF INSTRUCTION\*

BY SHRI K. NARAIN KALE, B.A. (HONS.), LL.B.

USE of dramatics is not altogether unknown to the field of education. It has already been allowed ample scope as (a) extra-curricular activity, and as (b) an efficacious method of instruction.

When, however, we now talk of dramatics in education we mean something much more than that. We look upon dramatics as an element in the system of education, vitally and organically connected with its processes and objectives, and hence, it is necessary to examine this claim more closely for its correct appreciation, proper evaluation and effective application.

The subject of Dramatics is related to education in two different ways: (a) as an integral part of the educational system and processes themselves; and as (b) a subject included in the courses of educational curriculum. In the latter aspect, the objective of instructive in dramatics is to enable students to acquire skills and efficiency in the theory and practice of theatrical profession, with a view to choose it as a career, and consequently the nature of this instruction has to be planned and administered to that end. In this aspect the type of education is professional, and its form and contents are determined by the requirements of the profession. The first aspect, on the other hand, is connected with the very fundamentals of educational theory, and it is with that, that we are primarily concerned in the present inquiry.

When dramatics were employed in education as extra-curricular activity or method of instruction, the objective of their uses seems to have been chiefly entertainment. This is indeed, too narrow and too limited a use of such a potentially rich medium, especially when it is further vitiated by the employment of external professional standards, instead of being embellished with its intrinsic educational values. The purpose of our inquiry therefore is to find the means to rectify this default and determine the real place and use of dramatics in education.

The ideal of every educational system is the development of integrated personality of

its beneficiaries. As we are progressing with our system of education we are making it more and more catholic and comprehensive, but unfortunately, we have not still completely achieved that objective. We started with total emphasis on intellectual aspects and as we gained experience, gradually came to include physical training in its orbit. Even then, we somehow felt the need to do something for the training of the mind, and half hazardedly included some artistic and cultural items in its extra-curricular adjuncts. Experience has, however, now shown us that, that make-shift arrangement was miserably inadequate and that, we now have to apply ourselves more seriously to the consideration of the problem of the training of senses, feelings, impression, ideas, imagination and the emotions of our students, if they are to be saved the danger of lopsided development. We are now becoming aware of the necessity of laying equal stress on the emotional, as well as the physical and intellectual, development of our boys and girls, and it is in this context that a fresh approach towards the use of dramatics in education has become necessary and inevitable. We can no longer afford to be content with the entertainment it provides, but have also to explicit and utilize all the educational values, of which it is capable.

Dramatics is an artistic activity, and all art is æsthetic expression of the personality of its author. The basis of artistic expression is æsthetic experience and this process of artistic creation, perception, imagination, accumulation, formulation and awareness. Dramatics is a collaborative art, and it is graphic as well as plastic. It employs mental as well as physical media, and is most catholic and comprehensive by nature. It comprises within its orbit several other forms of arts for its own enrichment and is, therefore, the most useful medium, in the field of education, for the co-ordination and integration of body-mind relationships and effective expression of personality.

Complete relaxation of body and mind is the keynote of poise and the correct appreciation of rhythm, balance, proportion and dynamic action is the sum total of personal-

(Continued on page 209)

\* A Synopsis of a talk recently delivered at the Seminar on Bombay State Educational Problems and Movements.



## STATE MONOPOLY OF TEXT-BOOKS\*

BY SHRI A. N. SCHWARTZ, *Madras*

### THE BACKGROUND

The importance of the school-book trade as a small-scale industry cannot be gainsaid. The trade has made giant strides of progress in India in recent years. Thousands, if not tens of thousands of our countrymen, depend on it for their living as publishers and printers, authors and artists—not to speak of a large number of skilled and unskilled workers who are in the employ of block-makers, type-moulders, paper-distributors and other allied trades. The ramifications of the school-book trade have thus spread so very extensively among us that it is difficult to estimate correctly the extent to which our social economy is influenced by it. Any dislocation in one branch of the trade is bound to have serious repercussions on the whole economic life of the people.

A brief survey of the growth of the publishing business in Madras State, for example, will help us to assess the problem of nationalisation of text-books in its proper perspective. About a hundred years ago, the school-book trade was mostly in the hands of a few foreign agents who imported the bulk of our requirements of books. Even in the early decades of the present century, only a handful of indigenous educational publishers were interested in producing the few vernacular books then in use. Thanks to the rapid spread of education from towns to rural parts and the change in the medium of instruction from English to the regional language, a wide door of opportunity has been opened for Indian enterprise and talents. Consequently more businessmen have become school-book publishers and distributors. In the erstwhile composite State of Madras alone there were 500 registered publishers. Though this large number must necessarily include some bad and indifferent elements it has brought into play the desirable spirit of competition that speeds up progress.

### VARIETY IS THE SPICE OF LIFE

Progress naturally results in the appearance of a rich variety of text-books, especi-

ally for children. Ten years ago a book-shop in our country was a dull and drab affair. School children were never known to have been attracted to it. What a welcome change we find today! There is no doubt that the present-day children handle more attractive and better books than their parents did. Progressive publishers in co-operation with educationalists endeavour to caste in pupils a love for good books as repositories of the knowledge, experience and wisdom of the great minds of the past and present. The Christian Literature Society, for instance, has been organising book-fairs and book-talks in schools in South India, at considerable expense to itself, purely as an educational effort. There are quite a few among educational publishers in this country who are willing to plough back a good share of their profit in producing useful literature like reference books and scholarly literature that helps the growth and development of liberal education, culture and civilization. The quick selling school-books have provided the necessary capital in these cases. It is significant that most of the reputed publishers, both Indian and foreign, who are best known for their excellent book-service in this country are school-book publishers and distributors.

It is against this background that the problem of the nationalisation of text-books should be projected. It is only then that we shall be able to judge objectively the implications and repercussions of the radical action intended to be taken by the State Government.

### WHY NATIONALISE ?

Why should the Government want to take over the publication of text-books to the exclusion of expert private agencies? Perhaps they believe that nationalisation in general is a sign of national advance. Besides, it is expected to bring in large profits for financing the nation-building projects of the Second Plan. Of course, it may be so in the case of the Indian Railways and other heavy industries like steel and coal. But books differ from these as cheese from chalk. Their production is a small-scale industry which is best left to private agencies. Comparatively small capital investments

\* Extracts from a paper read before the Christian Education Council for South India.



only are involved in it. No publisher has ever become a Birla or a Tata. We hear of a shoe-king, an oil or an iron king; but of a book-king never. Yet some State Governments build castles in the air and dream of fabulous earnings they hope to get from school books. This will end, no doubt, in no less a tragedy than the killing of the goose that laid the golden egg. Fortunately for us, some States who were first inspired by the profit motive have already been disillusioned. Bombay tried it for a year before giving it up in 1956. Madhya Pradesh has withdrawn its scheme this July after an unfavourable verdict from its own High Court. Rajasthan is facing unhappy days since the introduction of State monopoly. Some of the Southern States appear to die hard. The less said of Kerala the better. Charges and counter-charges that appear in papers may blur the picture. But the fact remains that all is not well there. The Andhra Pradesh finds itself in a quandry. Even the one book, viz., Telugu for Standard V, they have published is not above reproach. Again, they could not effectively distribute even this one book, because they have no organised distribution machinery. Mysore is sitting on the fence.

#### URGENCY OF REFORMS

Last year the Madras Government wisely decided to postpone their scheme of nationalisation. We believe they are actively watching the reaction. It is refreshing to note that the avowed intention of our Education Minister is reform and not profit. No *bona fide* publisher will be opposed to his good intention. Reforms in school-book trade are overdue. For, cases of exploitation of authors, unhealthy competition leading to corrupt practices to get undue and unfair advantages over fellow-publishers and badly printed books are, by no means, uncommon. The Publishers' Association of South India is willing to strengthen the hands of the Government in their efforts to purge the trade of these evils. There are black-sheep among the publishers. But nationalisation is no remedy. It is worse than the disease.

#### A FEW CONSTRUCTIVE SUGGESTIONS

At this stage, I should like to offer to our Government a few suggestions for their serious consideration,

1. The registered publishers should be required to conform to a minimum standard of efficiency regarding the appointment of essential staff inclusive of educational advisers and editors. They must also show to their credit within a reasonable period of time some "approved" books. While a bus operator is required to possess a fleet of vehicles for earning a licence, why should not a school-book publisher conform to a stipulated professional competency?

2. Likewise a text-book intended for the consideration of the Government Text-Book Committee must satisfy given minimum standards regarding printing, binding, illustrations, paper and get-up.

3. The Government should devise ways and means to help publishers to reduce their costs. Publishers have to give away too many free *specimen copies* of their books, even of those not really needed for inspection, supply free of charge too many *table copies* of books prescribed, and meet as best as they can innumerable requests for donations and advertisements in return for patronage or possible future patronage. Governmental control of such "demands" will greatly assist publishers.

4. The last, but by no means the least, is the bold step of the Government themselves entering the trade as a free competitor on an equal footing with the other registered publishers. The Government should not mind going through each and every phase of the publication process like the selection of authors, preparing the manuscripts for the press, seeing the books through the press, and distribution of the approved book. This will have a very salutary effect in raising the standard of text-books. Of course, the Government should make every effort to make their books ideal in every respect. It cannot be said that every publisher would like to welcome the Government as a rival. But it would be desirable in the interest of good text-books. Besides the Government will gain valuable experience by knowing the ins and outs of the trade and enable them to introduce reforms whenever necessary. The main benefit of this step will be the availability of model text-books for publishers to emulate. Incidentally, complaints of unfair patronage of this or that private publisher on the recommendation of ministers, legislators and officials will disappear forthwith.



## STATE MONOPOLY AND BOOKSHOPS

"Will not State monopoly do away with all kinds of corruption more effectively?" you may ask. It can remove some, but not all. Even supposing it does remove some, of the corruption, at what cost will that be achieved? Firstly, the publishers who have built up the book industry will disappear. This will bring in its wake a dearth of knowledge and reference books. Secondly, the light of knowledge will be denied to the general public. Thirdly, this will also lead to the disappearance of the already hard-hit class of distributors, who now eke out a precarious living through small bookshops. The health of the book-trade depends upon such bookshops functioning throughout the country. Is it not the duty of our Government to take measures to help them before it is too late? One way to encourage bookshops is to drop the proposal to use school book depots for distribution of text-books. Will not this procedure end in the double disaster of killing the useful bookshops and diverting the attention of the hard-worked Head Masters from their legitimate duties? This is more or less what is happening in Andhra Pradesh where the Government is taking away the bread from the mouth of the distributor by charging the publisher a royalty of 15 per cent. on every prescribed book. The publisher has very little to give to the poor distributors. What wonder there is if text-books are not made available to schools in remote villages!

## EDUCATIONALISTS' OBJECTION

The main objection to Government monopoly is that it violates educational principles. Variety, as we have seen elsewhere, is not only the spice, but also the essence of life. In the learning process a rich variety of text-books with their varied illustrations and different methods of presentation is a boon. For variety attracts the attention and interest of the young mind. Interest is a powerful factor by which a child's mind perceives and learns new things. "The more,

the merrier" holds good in the use of text-books. This principle is wisely recognised by the framers of the Madras English syllabus which provides in big schools for the use, by rotation, of more sets of text-books than one. Some of the more enlightened publishers have brought out in accordance with this principle two or three sets of text-books written with different aims, for example, one with a scientific bias, another with a didactic aim and a third with a literary bent. As variety in food is essential for physical health and growth, so is variety in books for mental health and progress. State monopoly is the very negation of this sound educational principle and practice. Therefore, the Afro-Asia Regional Conference of the World Confederation of the Organisation of Teaching Profession held in Colombo last April condemned nationalisation on the score that it leads to regimentation of thought and language.

## INDOCTRINATION

Indoctrination is the worst-feared danger to the free and natural development of the child's mind. A loving father can put before his child the ideals and ideologies he wishes to feed the child's mind with. Though the child may not understand all the significance at first, the ideas lie dormant in its sub-conscious mind and control its thought and action in due course of time. "Train up a child in the way he should go; and when he is old, he will not depart from it" (Pro : 22 : 6) says the Bible.

Normally the Head Master has the freedom of choice of text-books and he will avoid choosing books that attempt to indoctrinate children. But under nationalisation, there is no way out. If the Government want to train up the school children after their own heart they can do it as Hitler did or the totalitarian States are trying to do. But ours is a Welfare State where democratic principles govern our laws. Is there any room for a State monopoly of text-books in it?



## LEARNING A SECOND LANGUAGE

BY DR. WILDER PENFIELD, O.M., M.D., F.R.S.

**I**NDIA is a land of many languages. Canada is a bilingual country. French is the mother-tongue of the majority in the province of Quebec, where I live. It has been suggested that I should talk on the subject of the human brain and the learning of secondary language. But, I must confess at the outset, I am a surgeon, not a school-teacher. My life has been spent in the study of the nervous system and in an effort to treat its disorders.

The mind of man depends for its very existence upon the brain. There is no learning, no thinking, no conscious mental state that is not based on activity within the brain. No conscious act is possible, no word is spoken until thought can express itself in a pattern of nerve impulses within the brain, electrical impulses that travel swiftly outward along nerve fibres to the muscles to move them. This is not the time or place to discuss how nervous action is translated into thought, or how it is that thought expresses itself in nerve impulse.

A consideration of the neurophysiological mechanisms of speech should have its educational consequences. The human brain is man's master organ, and its control of speech is what chiefly distinguishes it from the brain of other mammals. Therefore, I would urge parents and educators to give some thought to this organ and how it learns languages. Perhaps they may discover why the teaching of secondary languages in schools, according to accepted curricular planning, is so much more laborious, so much less successful than the teaching of the primary tongue by mothers, or the teaching of secondary languages by servants and governesses in the home.

The brain of a boy in his teens is not the same as that of a child under ten, for the brain is not a machine, like other machines. It is a living, growing, changing mechanism—the most complicated and astonishing of all mechanisms. During the earlier period the child is depositing, within the brain, language units which he will later utilize for all additions to his vocabulary. These are units of pronunciation and also of understanding. The unit is recorded in the nerve cells of the brain for use in that language, immediately or at some later time. In later

life he may expand his vocabulary from 300 to 10,000 words, for example, but he will probably pronounce all the words acquired at a later age in a manner that betrays the accent of his early teachers.

These original units are more than motor skills of tongue and lip; they are units of sound and units of thought established in a physical form within the brain. He uses these units over and over again while he is constructing the nerve cell basis of each new word, and he deposits these word patterns in special areas of the cerebral cortex.

The cerebral cortex, as you know, is a rather thick layer of grey matter made up of nerve cells. The underlying white matter contains the nerve cell fibres which run like long wires to other, more distant, nerve cells. The fibres have insulating coats so they can carry active electrical impulses here and there.

Now if during the early period of life a child is in contact with people who speak other languages he will lay down language units of each of those secondary languages whether they are Hindi, English, Arabic or Chinese. And the few hundreds of words that he acquires early in each language may seem to be lost, but the speech units never. Even a less used language can be expanded later with relative ease.

A child who has heard only one language, and who approaches the second and third language later, employs the language units of his mother-tongue for all the others. He is now in the stage, or should be, for expanding his vocabulary normally, and he tries to use the units of native Hindi, for example, when studying the perplexing mysteries of the English tongue. All the rules of syntax and grammar in all the adult books of speech analysis are of little help to him.

The brain is now becoming inflexible as far as the beginning of a new language is concerned. It is rigid. The organ which one specialized in the acquisition of new language units has lost the art. It is now organized for the enlargement of vocabulary.

### ABILITY TO REBUILD

If proof is needed for this thesis, it may be found in the fact that when the speech area of an adult, which is located in a circumscribed portion of the left cerebral cor-



tex, is destroyed by injury or disease, that unfortunate man may learn to speak again; but if the destroyed area was large he will never speak well. On the other hand, if a child under 10 or 12 years of age suffers such an injury he also becomes completely speechless too, for a time. But at the end of a year he will be speaking again and speaking well. In order to do that he will have established new speech units and patterns in the language areas of the opposite hemisphere which was formerly the minor or non-dominant side. There is much greater flexibility of function in the brain.

It may be convenient for those who must plan the school curriculum to postpone the teaching of secondary languages until the second decade of life. But the plan will never do what we would like to have it do. It defies the laws of progressive change in the capacity of the brain.

Suppose a government were to pass a law that marriage must wait until the age of forty. Perhaps there might be certain reasonable and logical advantages for such a plan. Perhaps it might succeed if men and women were machines instead of living, growing, changing creatures. You will say that the law would be contrary to the nature of man. I would say the same of a school curriculum in which the teaching of secondary languages first makes its appearance at sixteen. Our laws and our edicts cannot alter human physiology.

#### THE WORD CURTAIN

For bilingual countries and for multilingual countries, the learning of secondary languages is of the greatest importance. But it is of importance to other countries also. The curtains that shut off one nation from another and one ideology from another are not made of iron. They are made of words. Ignorance of secondary languages blinds us so we cannot see through such curtains.

Each of the peoples of the world has its own peculiar way of life, its chosen ways of worship. These are internal matters. Self-determination is the very essence of liberty. Thirty years ago, Dr. Radhakrishnan said in his Oxford Lectures\*: "Nothing is good which is not self-chosen; no determination is valuable which is not self-determination."

And yet no nation is sufficient unto itself. No language group within any country can live to itself alone. It is the secondary language that open to us the thought and the culture of others, building thus a bridge to peace.

Without a secondary language we, in the West, could not have shared with you the wisdom and the inspiration of Mahatma Gandhi. I think it is not too much to say that the people of the whole world are better for that man's example. But this applies especially to the nations of the Commonwealth, Britain along with the rest of us, and the United States no less.

The world has much to learn from India, especially in the realm of intellectual and spiritual tolerance. For to quote the words of Radhakrishnan once again, "the Hindu has acknowledged that truth wears many vestures of many colours and speaks in strange tongues."

I referred to the human brain as the "master organ". The learning and the use of language might be called the major skill of this organ. After all, the chief difference between a man and other animals is that man can speak. It is by the spoken word and the written word that the ignorance of childhood is changed into the understanding knowledge of educated men and women.

Animals come into the world endowed with certain brain reflexes that provide them with what seems to be racial memories. These apparent memories, which we call instincts, serve to guide them in their house-building, migration, mating, pursuit of food. But such instincts are strangely lacking in us. If we did not teach, and if we could not learn, we would be more helpless than all other creatures.

Speaking, and the understanding of speech, also reading and writing, depend upon the employment of certain specialized areas of one hemisphere, the dominant hemisphere of the brain. When a baby is born these speech areas of the cerebral cortex are like a clean blank slate, ready to be written upon. There is an optimum age within the first decade of life when these special areas are plastic and receptive.

Speech units, which may be employed in the later expansion of vocabulary, can be "deposited", as it were, with ease in the nerve-cell mechanisms of these areas at this early stage.

\* S. Radhakrishnan : *The Hindu View of Life*, London, Macmillan, 1927.



**THE MOTHER'S METHOD**

The method of teaching children their mother's own language has been the same in all lands and in all ages. It is extraordinarily efficient. It conforms to the changing capacities of the child's brain. We may well call it the mother's method. It has been used by servants and tutors in the home to teach one, two or even more secondary languages from the beginning of history even though educators today do not generally employ the method in schools.

The mother's method is simple. Even before he understands, the mother talks to her child. And while he is learning he is listened to (usually, I may say, with delighted admiration!). Language is for him only a means to an end, never an end in itself. When he learns about words he is learning about life, learning to get what he wants, learning to share his own exciting ideas with others, learning to understand wonderful fairy tales and exciting facts about trains and trucks and animals and dolls. One secret of the success of this method is that it is employed while a child is forming the speech units in his eager little brain.

A child who hears three languages instead of one, early enough, learns the units of all three without added effort and without confusion. I have watched this experiment in my own home, as many of my listeners may have done.

Our children heard only German in the nursery because they had a German governess. At the age of three and four they entered a French nursery school. With their parents and others outside the school and outside the nursery, they heard English.

It was a conditioned reflex for those children, on entering the school room, to utilize the language units of the French tongue, a conditioned reflex on meeting the governess to use German units. There was no confusion.

After two years in the French nursery school they entered a regular English school. Here some years elapsed, too many perhaps, before French and German were presented to them as regular secondary languages. But they found the work easy and their accents were good. Hidden away in the brain of each were the speech units of those languages, waiting to be employed in the expansion of a vocabulary.

Of course, there is nothing new in all this. The experiment succeeded. But not all

households can include a governess. If public education is to incorporate in the curriculum secondary languages, the curriculum should be planned according to the changing aptitudes of the human brain. When new languages are taken up for the first time in the second decade of life, it is difficult, though not impossible, to achieve a good result. It is difficult because it is unphysiological. The learning is no longer direct. Instead, the speech units of the mother-tongue are interposed.

**BILINGUALISM IS A BENEFIT**

In this new day of nationalism and freedom educators seek, quite rightly, to make education available to all. Higher education is organized for those who have the wit and wish to enter academic and professional life. But unless the mother's method is introduced into the school, the majority, even of those who are taught, will continue to fail to master any language but their mother-tongue.

Bilingualism is not a handicap to a country. It has been a great benefit to mankind and multilingualism also. The language of Greece served the Romans very well as a second language for centuries and both Greek and Latin were lamps in the great darkness of medieval Europe until the time of the Renaissance. Then, through these two secondary languages, the light of bygone day flooded the minds of men, who woke, as though from sleep. Latin and Greek, like Sanskrit, are now dead languages, much prized by scholars but largely useless for practical purposes. Today, access to Europe's past and to the world's present, is only possible through a European language. We in the commonwealth of nations are well served by the English tongue for that purpose.

**BEGIN BEFORE TEN**

The time to begin what might be called a general schooling in secondary language, in accordance with the demands of brain physiology, is between the ages of four and ten. The child sets off for school then and he can still learn new languages directly without interposing the speech units of his mother-tongue.

Suppose we discuss a hypothetical day-school in the bilingual community that I know best, that of the city of Montreal and the province of Quebec. A million citizens in Montreal have French for their mother-tongue, and less than half that number English. Suppose the school is located in an



English-speaking section of the city. Let the first years then from nursery school and kindergarten on to the grades for children of eight or ten years, be conducted by teachers whose mother-tongue is French.

The French teachers must speak only their native tongue in school, at work and at organized play, with never a word of translation. Thus the little ones would begin their years of normal play, drawing, singing and memorizing, in French. They would be thought no language as such, but the teachers would "get on" from fairy tales to folk literature as rapidly as the child's mind is prepared for it. These children would have been hearing Mother Goose stories and such things at home, and their play at the week-ends, as well as the home discipline and religious observance, would have been carried out in English.

Two or three years of this might well be enough. If so, they could be rotated then into a school or department conducted in another secondary language as desired. For all I know this might be carried out with one language in the morning and the other in the afternoon since in any case the entrance into the morning class would be a conditioned reflex that started the child in the one language while the entrance into the afternoon class might be a continuing reflex for starting him into the second language.

At the age of eight to ten they would graduate perhaps into a school conducted in the mother-tongue. There they would carry on with all the subjects of a normal curriculum. This would include, in time, courses in literature of those languages in which their earliest schooling had been presented. They would turn to those subjects effectively and without accent.

During higher education it will always be desirable that some students take up new languages at a later period and there is a

good deal of evidence that he who has learned more than one language as a little child has greater facility for the acquisition of additional languages in adult life.

I make no plea for any particular language anywhere. But if this method were to be employed in this country in an area, for example, which is not Hindi-speaking, teachers would have to be found who could conduct the first years in Hindi and others perhaps in English. They need not be specially trained in language teaching. After those primary years it would matter little what tongue was used in subsequent teaching. The growing child could later expand his vocabulary in any one or in all these languages with relative ease.

My plea is simply that educators and parents should give some thought to the nature of the brain of a child, for the brain is a living mechanism, not a machine. In case of a breakdown, it can substitute one of its parts for the function of another. But it has its limitations. It is subject to inexorable change with the passage of time.

In the words of the unknown writer of Ecclesiastes :

"To everything there is a season and a time to every purpose under heaven :

"A time to weep and a time to laugh ; a time to mourn, and a time to pluck up that which is planted.

"A time to be born and a time to die. A time to plant and a time to dance."

The human brain specializes in the learning of languages before the ages of 10 and 14. After that, gradually, inevitably, it seems to become rigid, slow, less receptive. In regard to this function it grows old all too fast. But it is ready for life's fulfilment in other ways, ready for reasoning, self-discipline, understanding, and at last there comes, for all of us, a time of Wisdom.—*Courtesy AIR.*

*(Continued from page 202)*

Dramatics afford ample scope for the cultivation of all these qualities as no other means can, and it provides scope both for the imitative and creative of exercises of body, mind and intellect. It can be used at all stages and for all ages from the pre-Primary to the highest University levels of education.

We are all equipped by nature with the apparatus for seeing, hearing, feeling and reacting, but it is only through education, through the study of dramatics, that we can

adequately and efficaciously learn to use that apparatus for the purpose of observing, listening, responding, and being aware. Nature has given man the means of existence, but man is not satisfied with mere existence. He wants to live. He wants to feel and be felt, while he is alive and even after he has ceased to exist. He wants to be conscious of others and others of himself. This is possible only through the education of man's natural gifts ; and the introduction, of the study of dramatics in our educational system, is the best means of achieving this end.



## A BICYCLE LAMP SERVES EDUCATION IN PAKISTAN

BY SHRI DANIEL BEHRMAN

**P**ROGRESS, to the average newspaper reader, is usually represented these days by artificial satellites whizzing around the earth or rockets taking off for the moon.

But, in dozens of villages in West Pakistan, it is being brought in a much more practical form by bicycles and kerosene lanterns. Every night, like a swarm of so many fireflies, fifty bicycles set out from the town of Lalamusa in the Punjab, 80 miles north of Lahore. Their kerosene lanterns flickering over country roads, they fan out over a radius of nearly 10 miles.

Their destinations are the community centres which have been opened around Lalamusa by a Village Aid Institute, one of six operated since 1954, by the Government of Pakistan to train the village workers needed in campaigns to raise a living standards.

The bicycle riders are social education workers taking a six-month additional course at the Institute's "fundamental education wing" which has been set up with the help of a 47-year-old Yorkshireman, Donald Burns. Mr. Burns lectured on education at the University of Leeds, in England, for nine years before he was given a chance by UNESCO—the United Nations Educational, Scientific and Cultural Organization—to practise what he had been teaching. This is his second technical assistance mission for UNESCO, since he worked one year in Haiti before leaving for Pakistan in 1955.

The kerosene lamp, Mr. Burns explained, during an interview at UNESCO House in Paris, is an essential and versatile tool for the social worker. On a typical evening he arrives in a village, say, around half past seven. His first move is to take his kerosene lamp from his bicycle and to set it up in the village square.

Once his class of 20 or 30 has assembled, he puts the kerosene lantern to work in a film-strip projector, flashing a series of pictures on such local problems as malaria, or how to get better crops; these simple les-

sons in health and agriculture later provide a topic for group discussion.

Following the show, the class turns to reading and writing. As Mr. Burns put it, the social education worker tries to give his pupils "literacy plus"—that is, literacy plus something useful. The first lessons in writing, for example, consist of teaching adults to write their own name, their father's name and their full postal address. This always comes in handy because many Pakistanis send money orders to members of their family dispersed all over the country. Their ability to write saves them the trouble of waiting at a post office window for a clerk to fill out the forms for them.

The practical side of literacy teaching was also illustrated one evening at the village of Serda Bram just off the main line railway. One member of the class mentioned that he wanted to take the train to Gujrat...and touched off a long discussion on railway schedules. The next night, as reading practice, the social education worker posted up the times of the trains between Gujrat and Lahore.

"This was more than just a helpful gesture," Mr. Burns explained. "In these villages, people sometimes wait days for a train because they are unable to read a time table. Many of us used to think that they didn't mind wasting their time—but the truth of the matter is that they're very anxious to find ways of saving it."

Mr. Burns spent two years living in a tent at Lalamusa working with the Village Aid Institute under the direction of Mr. Ibrahim Shamim. The first 24 trainees to graduate from the Institute's fundamental education wing are already at work throughout West Pakistan and another 50 are now in training. Once its programme is in full swing, the Institute will be able to meet the Government of Pakistan's need for 140 social education workers every year. Each worker will be responsible for opening new community centres in and around his own village.—UNESCO.



## BOOK REVIEWS

*Changing Concepts in Education.* By Shri Dev Indar Lall. (Published by Punjab Kitab Ghar, Educational Publishers, Jullundur.) Price Rs. 5.50.

Shri D. I. Lall, the author of this book, needs no introduction to the discerning educationist in India. After a brilliant educational career in India and England, he occupied the position of Professor of Education in the Government Training College, Jullundur, with ability and distinction. He is today Assistant Educational Adviser in the Ministry of Education, New Delhi.

In the book under review the author has given expression to his crystallised original thoughts on the future of education, with particular emphasis on the changing concepts and the preparation of the future citizen to suit a dynamic society. The most significant features of modern educational thought have been discussed with a frankness that deserves mention. The subjects dealt in the book are traced in an analytical way and the several issues, for and against discussed from the practical stand-point, thereby stimulating reconsideration of the problems of education and encouraging further thought. His wide experience in educational reconstruction has been placed at the disposal of the reader.

In his chapter on 'Values', he has given a masterly exposition on the philosophy of education and has given a historical perspective which is necessary to appreciate the present trends. Discussing the aims of education as they have been propounded by different philosophers and educationists he concludes saying that they are to serve as guide-posts on the road to reach the ultimate goal which should be specific and immediate and, at the same time, general and ultimate.

The author has discussed the pivotal position occupied by the teacher in any educational programme and the responsibilities of Administration in matters of education.

Other chapters are devoted for the study of discipline, curriculum, methods, devices, examinations, and school-community relationship, with intimate details useful to the practising teacher.

The book is a very valuable acquisition to any library. Every trainee in a training institution will get enriched by a careful study of this book.

We recommend the use of this inspiring book in all the training colleges and educational institutions.

D. VISWESWARAIYA.

*Bulletin of the International Bureau of Education.* Third quarter 1957. (Published by the International Bureau of Education, Geneva.) Pp. 144.

In this authorised publication of the I.B.E., Geneva, we find the Proceedings of the Twentieth International Conference on Public Education held in Geneva from the 8th to 17th July 1957. The Conference comprised of 174 delegates drawn from seventy-two participating States and had seventeen meetings denoted to the discussion of reports from the Ministries of Education on educational progress during 1956-57. Two general discussions were devoted to the problems concerning the expansion of School Buildings and to the question of training of Primary Teacher-Training staffs and unanimous approval was secured to the recommendations. The recommendations on the first of the above subjects consisted by forty-two clauses grouped into the six following chapters—Survey of needs, administrative measures, financial and economic measures, technical measures, emergency measures and international co-operation. The recommendations on the second subject contains thirty-three clauses, bearing among other questions, on the type of institutions in which teachers of this category are trained, their professional, psychological and practical training and the measures employed for their recruitment and appointment.

The Bulletin contains in addition to the proceedings as detailed above reports about the progress of Education in the several countries of the world and a Bibliography of books added to the library with short reviews.

This is an official document of great value to educational administrators.

D. VISWESWARAIYA.



**Text-Book Selection Procedures in India.** Ministry of Education and Scientific Research, Government of India, 1958. (Publication No. 328). Pp. 116. Price Re 1.25.

In this factual survey of current Text-Book Selection Procedures in vogue in the various States of the country there is ample material for the future administrator to re-organise the existing procedures in practice on sound scientific lines. There is no gain-saying that this is one of the fundamental bottlenecks in the achievement of good standards in schools, particularly at the Primary level. When lots are said and written about the inadequacy of Text-Books in schools and the low standards of these text-books, much work has not yet been done in most of the States to supply the deficiency. Hence this book is very great value. The material received from the States is well presented both in the form of reports and in the form of comparative statements in the four appendices attached to this Brochure.

The Introduction to this Brochure is a very interesting summary of news that the Central Government likes to convey to the several States on this most important question at a time "when we are passing through a period of transition in which both the subject-matter and methods of teaching are in a state of flux".

D. VISWESWARAIYA.

**Buniyadi Siksha Samadarsika.** (Handbook for teachers of Basic Schools—Hindi). Ministry of Education and Scientific Research. (Publication No. 275.) Price Rs. 2.87.

This is a handbook for teachers in Basic Schools written for the ministry by educational experts. This is the Hindi version of the English publication released a couple of years ago.

A very useful and timely publication. This is the nucleus on which the several States may easily develop their own programmes of Basic Education to suit local conditions and requirements.

D. VISWESWARAIYA.

(Continued from page 194)

the formation of study groups and associations and the extent to which more and more teachers are involved.

Adequate criteria of evaluation have not been evolved. The problem is related to the wider problem of assessment and evaluation of schools and teachers. However, an in-service programme must be continually re-examined and assessed to make sure its purposes and activities are meaningful and do not degenerate into more "busy work".

In conclusion it should be pointed out that the cost of in-service education where compared with the cost of other educational provisions is relatively small. Yet this activity falls within the category of other enrichment items in which relatively small expenditure can produce high returns. Opportunities for teacher-growth and development in-service are an essential part of the total educational pattern.

1. William R. Begg, *Technique for Study Groups Concerned with Unmet Needs*, New York, Metropolitan

School Study Council, Teachers' College, Columbia University 1947.

2. J. A. Mason and L. Wilburn, "What Constitutes an Effective In-service Educational Programme", *Nat. Assn. Second. School Principals Bull.*, 39: 138-41, April 1955.

3. Gordon Mackenzie and Stephen Corey, *Instructional Leadership*, New York, Bureau of Publications, Teachers' College, Columbia University, 1954.

4. V. R. Herrick, "Approaches to Helping Teachers Improve Their Instructional Practices," *School Review*, 62: 527-634, Dec. 1954.

5. D. J. Gazzetta, "Growth through In Service Training," *Phi. Delta Kappa*, 36: 311-12, May 1955.

6. N. Durwood Cory, "Incentives Used in Rotivating Professional Growth of Teachers, North Central Association of Colleges and Secondary Schools," *North Central Association—Q27*: 385-409, April 1953.

7. T. Sten, "In-service Teacher Training in Western Australia," *Education News*, Sydney, 5 (7): 15-17, Feb. 1956.

8. Malcolm Preston and Roy Heints, "Effects of Participatory versus Supervisor, Leadership on Group Judgement," *J. of Abnormal and Social Psychology*, 44: 345-55, July 1949.

9. Dorwin Fartwright, "Achieving Change in People: Some Applications of Group Dynamics Theory," *Human Relations*, 45: 381-92, 1951.

10. Ralf Cabter, "Improving the Processes of Leadership Training," *Adult Leadership*, 2 (2): 11-16, June 1953,



## OUR ASSOCIATIONS

### Standing Committee of the Municipal High Schools

**A**T a Meeting of the Municipal High School Section of the M.S.E.F. held on 17-10-1958 at Bangalore, the following resolutions were passed :

(1) Government of Mysore be thanked for having extended the benefit of revised scales of pay and Dearness Allowance to the employees of Local Body Schools.

This Committee conveys its thanks to Sriyuts J. B. Mallaradhya, M. Mahabala Rao, M. P. L. Sastry, M. C. Mahadeva Swamy and other gentlemen who spared no efforts to secure the above benefit to these employees.

(2) Government be requested to sanction the Pension Scheme for the employees of the Local Body Schools as is done for the Corporation High Schools in Bangalore.

(3) The Director of Public Instruction be requested to expedite the promotion of Assistant Masters, Pandits and Clerks to the promotional grades according to seniority in the same ratio as in Government Schools.

(4) Government be requested to confirm all local candidates appointed up to 31st January 1954, as in the case of District Board High Schools.

(5) Government be requested to authorise the Head Masters to draw the Establishment salary direct from the Treasury on the first of every month, as there is inordinate delay in the payment of salaries owing to paucity of funds in Maintenance Fund Account.

(6) Government be requested to direct the Managements of all Local Body Schools to fix the Head Masters in the grade Rs. 200—20—400 without any exception.

(7) Government be requested to sanction benefit of two advance increments to Municipal High School teachers, who passed B.T. at their own cost between 1926 and 1947 as is done in the case of Government High Schools.

(8) Government be requested not to constitute the Bangalore Corporation High Schools into a separate unit, but to include

them among the Municipal High Schools for purposes of promotions and transfers.

(9) Government be requested to take over the Managements of all Local Body Schools in the interest of uniformity.

(10) Selection to B.Ed. Class may be done strictly according to seniority.

(11) The benefit of drawing the revised scales of pay and Dearness Allowance may be given with effect from 1st November 1956, in the cases of employees who do not get any weightage, as has been done in Government Schools.

(12) Government be requested to extend the Scheme of House Building for Low Income Employees, to the employees of Local Body Schools also.

(13) The Director of Public Instruction may be requested to sanction the allocation statements of the Municipal High Schools early, so that the employees may draw their increments from 1-4-1958.

(14) The Director of Public Instruction be requested to arrange for the preparation of an up-to-date seniority list of employees of Municipal High Schools and the supply of a copy to each school as the present graduation list is out-of-date.

(15) Government be requested to sanction the benefit of free medical aid to the employees of Local Body Schools, as has been done for Government Schools.

(15) *Resolved* to request the Director of Public Instruction to confirm Head Masters of Municipal High Schools, whose cases have been left out from the list of Head Masters already confirmed issued in D.P.I.'s Memo No. H2.5882-447/51-2 of 22-6-1955.

(17) Mr. A. R. Krishna Swamy may be requested to organise a District Association of Municipal High Schools as an experimental measure.

(18) The Head Masters of Municipal and District Board High Schools be vested with powers of Head Masters of Government High Schools.

*Napoklu, Coorg.*—A Seminar of the Middle School Head Masters and their assistants was held at Napoklu recently with Sri. D. N. Krishnayya, the Head Master of the local Government High

School, as its Director. The Seminar was conducted on the basic pattern, the daily routine beginning with community prayer and ending with community prayer every morning and evening.



The Seminar was organised to afford an opportunity to the Middle School teachers to study and discuss in groups the Draft Primary School Syllabus in the various subjects of the school curriculum under the guidance of the High School teachers. Sri. V. S. Ramakrishna of the Basic Training College, Koodige, Coorg, delivered the inaugural address. The Director of the

Seminar, Sri. D. N. Krishnayya, ably guided them and also gave a talk to them on the contents of the syllabus in English and on the methods of teaching English. On the closing day of the Seminar, Sri. S. S. Krishna Rao, the Principal of the Basic Training College, Koodige, delivered the valedictory address.

**ಪ್ರೈಮರಿ ಶಾಲೆಗಳ ಉಪಾಧ್ಯಾಯರ ಸಂಘ, ನಿಟ್ಟೂರು.**—ಇತ್ತೀಚೆಗೆ ಗುಬ್ಬಿ ರೇಂಜಿನ ನಿಟ್ಟೂರು ಕೇಂದ್ರದ ಉಪಾಧ್ಯಾಯರ ಸಭೆಯು ಸೇರಿ ರೇಂಜ್ ಇನ್‌ಸ್ಟಿಟ್ಯೂರವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಕಾರ್ಯ ಕಲಾಪಗಳನ್ನು ಜರುಗಿಸಿತು. ಪ್ರಾರ್ಥನೆ, ಮೀಟಿಂಗಿನ ವರದಿ, ಭಾರತ ಪಠನ, ಜನಪದ ಗೀತೆ ಇವು ಆದನಂತರ ಉಪಾಧ್ಯಕ್ಷರು “ಸ್ವತಂತ್ರ ಭಾರತದ ಉಪಾಧ್ಯಾಯರು ನಾವು” ಎಂಬ ವಿಚಾರವಾಗಿ ಭಾಷಣ ಮಾಡಿದರು. ತಮ್ಮ ಭಾಷಣದಲ್ಲಿ ಭಾರತದ ನಾಗರಿಕತೆ ಎಂಥಾದ್ದು, ಯಾವ ರೀತಿಯಲ್ಲಿ ನಮ್ಮ ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸಿಕೊಳ್ಳಬೇಕು, ಉಪಾಧ್ಯಾಯರ ತಲೆಯ ಮೇಲೆ ಬಿದ್ದಿರುವ

ಜನಾಬ್ದಾರಿ ಎಂಥಾದ್ದು, ನಮ್ಮ ನೈತಿಕ ಮಟ್ಟವನ್ನು ಯಾವ ರೀತಿಯಲ್ಲಿ ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಬೇಕು, ನಮ್ಮ ಸಂಘಗಳು ಯಾವ ರೀತಿಯಲ್ಲಿ ಕೆಲಸ ಮಾಡಬೇಕು ಮುಂತಾದ ವಿಚಾರಗಳನ್ನು ಮನದಟ್ಟಾಗುವಂತೆ ವಿವರಿಸಿದರು. ಬಾಲಕಿಯರಿಂದ ಅನುಕರಣ ರೀತಿಯಲ್ಲಿ ಹಾಡು ಹೇಳಿಸಲಾಯಿತು. ಅಧ್ಯಕ್ಷರು ತಮ್ಮ ಭಾಷಣದಲ್ಲಿ ಉಪಾಧ್ಯಾಯರು ಯಾವ ರೀತಿಯಲ್ಲಿ ತಮ್ಮ ನೈತಿಕ ಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಬಹುದೆಂಬುದನ್ನು ಹೃದಯಂಗಮವಾಗಿ ವಿವರಿಸಿದರು. ರಾಷ್ಟ್ರಗೀತೆಯೊಡನೆ ಸಭೆಯು ಮುಕ್ತಾಯವಾಯಿತು.

**ನರ್ಸರಿ ಸ್ಕೂಲು, ಅಂಬಳಿ.**—ಚಿಕ್ಕಮಗಳೂರು ತಾಲ್ಲೂಕು ಅಂಬಳಿ ಗ್ರಾಮದಲ್ಲಿ ಬೆಂಗಳೂರು ಸ್ತ್ರೀ ಸಮಾಜದ ಸೂಪರಿಂಟೆಂಡೆಂಟರಾದ ಶ್ರೀಮತಿ ಶಾರದಾ ಬಾಯಿಯವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಜಿಲ್ಲಾ ಸಮಾಜ ಕಲ್ಯಾಣ ಮಂಡಲಿ ಅಧ್ಯಕ್ಷಿಣಿ ಶ್ರೀಮತಿ ಇಂದಿರಾಬಾಯಿ ಭಗತ್‌ರವರು ಮಹಿಳಾ ಸಮಾಜ ಮತ್ತು ನರ್ಸರಿ ಸ್ಕೂಲ್ ಉದ್ಘಾಟನಾ ಮಹೋತ್ಸವವನ್ನು ನೆರವೇರಿಸಿದರು.

ಭಾರತೀಯ ವಿದ್ಯಾ ಮಂದಿರದ ಶ್ರೀಮತಿ ಆನಂದ ಬಾಯಿಯವರು ಮಾತೆಯರ ಜನಾಬ್ದಾರಿಯ ವಿಷಯದಲ್ಲಿಯೂ, ಉಪಾಧ್ಯಾಯರಾದ ಶ್ರೀ ಮಂಜುನಾಥಯ್ಯ ನವರು ಮಕ್ಕಳ ಶಿಕ್ಷಣ ವಿಷಯದಲ್ಲಿಯೂ ಮಾತನಾಡಿದರು. ಶ್ರೀ ಹೆಚ್. ಕೆ. ಅಣ್ಣಪ್ಪನವರು ಸಮಾಜವು ಕೈಗೊಳ್ಳಲಿರುವ ಕಾರ್ಯಗಳನ್ನು ವಿವರಿಸಿ, ಒಂದು ಅಂಬರ ಚರಕ. ಪರಿಶ್ರಮಾಲಯವನ್ನು ಕೊಡಿಸಿಕೊಡ

ಬೇಕಾಗಿ ಅಧ್ಯಕ್ಷಿಣಿಯವರಿಗೆ ಮನವಿಯೊಂದನ್ನು ಸಲ್ಲಿಸಿದರು.

ಶ್ರೀಮತಿ ಶಾರದಾಬಾಯಿಯವರು ಭಾಷಣಮಾಡಿ ಮಕ್ಕಳ ಮತ್ತು ಮಹಿಳೆಯರ ಉನ್ನತಿಗೆ ಇಂತಹ ಸಂಸ್ಥೆಗಳು ಅವಶ್ಯವೆಂದೂ, ತಮ್ಮಿಂದ ಸಾಧ್ಯವಾಗುವ ಸಹಾಯವನ್ನು ಮಾಡುವುದಾಗಿಯೂ ತಿಳಿಸಿದರು.

ಇಲ್ಲಿಯ ತರುಣ ರೈತ ಸಂಘದ ಆಶ್ರಯದಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ವಿಸ್ತರಣಾ ಯೋಜನೆ ಮತ್ತು ವಯಸ್ಕರ ಶಿಕ್ಷಣ ಸಮಿತಿಯವರ ಸಹಾಯದಿಂದ ಜುಲೈ ಒಂದನೇ ತಾರೀಖು ೪೦ ವಯಸ್ಕರ, ರಾತ್ರಿ ಶಾಲೆಯೊಂದನ್ನು ಪ್ರಾರಂಭಿಸಲಾಯಿತು.

ಅಂಬಳಿ ಗ್ರಾಮದ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಮಾಧ್ಯಮಿಕ ಶಾಲೆಗಳನ್ನು ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆಗಳನ್ನಾಗಿ ಪರಿವರ್ತಿಸಲು ವಿದ್ಯಾ ಇಲಾಖೆಯಿಂದ ಮುಂಜೂರಾಗಿರುವ ವಿಷಯವನ್ನು ಎಲ್ಲರ ಗಮನಕ್ಕೆ ತರಲಾಯಿತು.

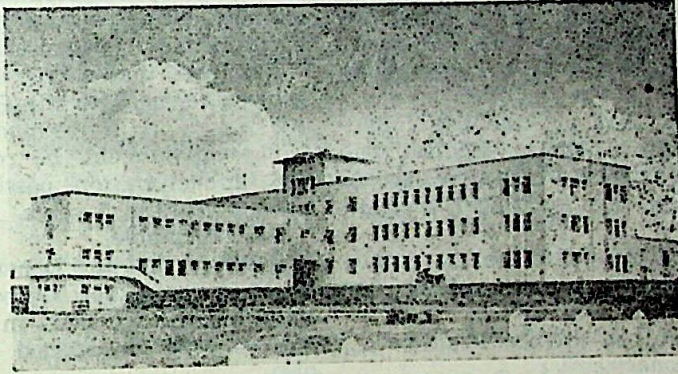


ಶೈಕ್ಷಣಿಕ ಪ್ರವಾಸ, ೧೯೫೭  
ಶ್ರೀ ರಾಮಕೃಷ್ಣ ವಿದ್ಯಾಶಾಲಾ  
ನಾಣೇವಿಲಾಸ ನೊಹಲ್ಲ, ಮೈಸೂರು

ಶ್ರೀ ರಾಮಕೃಷ್ಣ ವಿದ್ಯಾಶಾಲೆಯು ಮೈಸೂರಿನಲ್ಲಿ ಶ್ರೀ ರಾಮಕೃಷ್ಣ ಮಿಷನ್ ಅವರ ಆಶ್ರಯದಲ್ಲಿ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟ ಅಮೋಘವಾದ ವಿದ್ಯಾಸೇವೆಯನ್ನು ಮಾಡುತ್ತಿರುವುದು ಎಲ್ಲರಿಗೂ ತಿಳಿದ ಅಂಶವಾಗಿದೆ. ಈ ಪಾಠಶಾಲೆಯು ಪಬ್ಲಿಕ್ ಸ್ಕೂಲುಗಳ ಮಾದರಿಯಲ್ಲಿ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ಮಾಧ್ಯಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಾಲೆ. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳೆಲ್ಲರೂ ಪಾಠಶಾಲೆಯಲ್ಲೇ ವಾಸಿಸುವುದಲ್ಲದೆ ಆ ಶಾಲೆಯ ಎಲ್ಲಾ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿಯೂ ಭಾಗವಹಿಸುತ್ತಾ ಪಾಠಶಾಲೆಯ ಪುರೋಭಿವೃದ್ಧಿಯಲ್ಲಿ ಹೆಚ್ಚು ಗಮನವನ್ನು ಹೊಂದಿದ್ದಾರೆ. ಸ್ವಾಮೀಜಿ ಶಾಂಭವಾನಂದರವರ ನೇತೃತ್ವದಲ್ಲಿ ಈ ಪಾಠಶಾಲೆಯು ಬೆಳೆದು ಕೀರ್ತಿಯನ್ನು ಹೂರಿದುಂಬಿಸುತ್ತಿದೆ.

ಹೊತ್ತಿಗೆಯಲ್ಲಿ ಯಾವ ರೀತಿ ಒಂದು ಪ್ರವಾಸವು ಶೈಕ್ಷಣಿಕ ವಿಚಾರದಲ್ಲಿ ಬಹಳ ಉಪಯುಕ್ತವಾದ ಕಾರ್ಯಕ್ರಮವೆಂಬುದನ್ನೂ ಮತ್ತು ಯಾವ ಮಾದರಿಯಲ್ಲಿ ಈ ಪ್ರವಾಸವನ್ನು ನಿರ್ವಹಿಸುವುದಕ್ಕೂ ಎಂಬ ವಿಚಾರವನ್ನೂ ವಿವರಿಸಿದೆ. ಪ್ರವಾಸದ ಉದ್ದಿಷ್ಟ, ದೃಶ್ಯಗಳ ವಿವರಣೆ, ಚಾರಿತ್ರಿಕ ಮತ್ತು ಭೌಗೋಳಿಕ ಹಿನ್ನೆಲೆ, ಶಿಸ್ತು ಇತ್ಯಾದಿ ವಿಷಯಗಳು ಬೋಧನಾತ್ಮಕವಾಗಿಯೂ ಮತ್ತು ವಿಶೇಷ ಉಪಯುಕ್ತವಾಗಿಯೂ ಇರುವುದರಲ್ಲಿ ಸಂದೇಹವಿಲ್ಲ. ಈ ಪ್ರವಾಸ ಮುಗಿದ ಮೇಲೆ ಪ್ರವಾಸಕ್ಕೂ ಮತ್ತು ಪಾಠಪ್ರವಚನಗಳಿಗೂ ಹೊಂದಿಕೊಳ್ಳುವ ಹಾಗೆ ಅನೇಕ ಪ್ರಶ್ನೆಗಳಿಗೆ ಮಕ್ಕಳು ಉಪಾಧ್ಯಾಯರ ಸಹಾಯದಿಂದ ಉತ್ತರಗಳನ್ನು ತಿಳಿದುಕೊಂಡರು.

ಈ ರೀತಿಯಾಗಿ ಪಾಠಶಾಲೆಯ ಪ್ರತಿಯೊಂದು ಚಟುವಟಿಕೆಯನ್ನೂ ಪಾಠಪ್ರವಚನಗಳಿಗೆ ಹೊಂದಿಸಿಕೊಳ್ಳಲು ಸಾಧ್ಯವಿದೆ. ಈ ರೀತಿಯಾದ ಹೊಂದಾಣಿಕೆಯಿಂದ



ಕಳೆದ ಡಿಸೆಂಬರ್ ೧೯೫೭ರಲ್ಲಿ ಪಾಠಶಾಲೆಯ ಎಲ್ಲಾ ಹುಡುಗರೂ ಒಂದು ಶೈಕ್ಷಣಿಕ ಪ್ರವಾಸವನ್ನು ಬೆಂಗಳೂರಿಗೆ ಇಟ್ಟುಕೊಂಡಿದ್ದು ವಿವಿಧ ಕ್ಷೇತ್ರಗಳನ್ನು ಕಂಡು ವಿಷಯಜ್ಞಾನವನ್ನು ಪಡೆದುಕೊಂಡರು. ಈ ಪುಟ್ಟ

ವಿಷಯಜ್ಞಾನವು ಹೆಚ್ಚು ಪಾಠಪ್ರವಚನಗಳು ಹೆಚ್ಚು ಸ್ಫೂರ್ತಿಯುತವಾಗಿ ಆಗುವುದರಲ್ಲಿ ಸಂಶಯವಿಲ್ಲ.

ಈ ಪಾಠಶಾಲೆಗೆ ಸರ್ವತೋಮುಖವಾದ ಯಶಸ್ಸನ್ನು ಕೋರುತ್ತೇನೆ.

—ಡಿ. ವಿಶ್ವೇಶ್ವರಯ್ಯ.



## EXECUTIVE COMMITTEE PROCEEDINGS

**Proceedings of the Executive Committee Meeting held at 9 a.m.  
on Sunday, the 21st September 1958, at the Scout Headquarters, Fort, Bangalore**

Sri. J. B. Mallaradhyia presided.

(1) Proceedings of the Executive Committee Meeting held on 7-9-1958.

*Confirmed.*

(2) New Constitution of the Mysore State Education Federatoin drafted by the Sub-Committee appointed for framing the Constitution.

The Draft Bye-Laws were taken for discussion clause by clause. The discussion lasted for nearly six hours. Draft Bye-Laws were adopted with modifications.

A Sub-Committee consisting of :

- (1) Sri. D. Visweswaraiya (*Convener*).
- (2) Sri. N. S. Venkataram,
- (3) Sri. M. V. Sundaresan, and
- (4) Sri. K. Srinivasan

was constituted to finally go through the Bye-Laws as modified by the Executive Committee and make any verbal alterations, if necessary.

It was *resolved* that (1) the Draft Bye-Laws be got printed both in English and Kannada, (2) The Sub-Committee should get the English version translated to Kannada.

The President promised to have it scrutinised by an advocate before getting the same printed.

(3) Subjects sent by members :

(a) Sri. C. V. Ramaswamy :

(1). As it is unfair to deny weightage to Gazetted Officers who retired in December 1956, on the ground that they were not on duty on 1-1-1957, Government be requested to sanction it in consideration of the long and useful service rendered by them to the Department.

(2) Government be requested not to contemplate any reduction in the age of retirement of teachers in Aided Institutions, as such a measure will affect adversely, both the managements and individual teachers.

As the mover was not present the subjects were not taken up for consideration.

(b) Sri. R. Krishnaiah :

(1) Teachers who have failed in one or

two subjects in training examination may be permitted to sit only for those subjects to complete the examination.

*Not acceptable.*

(c) Sri. B. Govindappa :

(1) Department be requested to make arrangements for the supply of all the prescribed text-books before the schools reopen.

*Resolved* that the Director of Public Instruction be addressed in the matter accordingly.

(2) Government be requested to merge the D.A. with basic pay.

*Not acceptable.*

(3) Government be requested to continue the payment of the Special Personal Pay sanctioned by Sri. Kadidal Manjappa's Government since the same is protected according to States Reorganisation Act.

*Resolved* that a representation on this subject be made to the Government.

(d) Sri. H. N. Narasimhamurthy :

(1) Government be requested to extend the time given for passing tests in Hindi from 2 years to 5 years.

*Not acceptable.*

*Resolved* that the Department be requested to increase the number of Centres for imparting instruction in Hindi and that such Centres be opened in mofussil places also.

(2) Department be requested to permit Head Masters of N.T.M. Schools to draw salaries.

*Resolved* that a reference be made to the Director of Public Instruction in the matter.

(3) Government be requested to fix Rs. 40 as the minimum pension.

*Not acceptable.*

(e) Smt. S. N. Lalithamma :

Department be requested to prescribe the same text-books for all High, Middle and Primary Schools all over the State.

As the mover was not present, the subject was not considered.

T. R. PARAMESWARAN,  
General Secretary.



## ಮೂಲಶಿಕ್ಷಣವೂ, ಮಕ್ಕಳೂ

ಲೇಖಕರು: ಶ್ರೀ ಮ. ಮಲ್ಲಪ್ಪ, ಜ್ಞಾನಮಂದಿರ, ಹಲಗೂರು.

ಜೀವನದ ಅನುಭವವಿಲ್ಲದ ಶಿಕ್ಷಣವು ಪ್ರಾಣವಿಲ್ಲದ ದೇಹವು

— ವಿನೋಬಾಭಾವೆ.

ಭಾರತದ ಭಾಗ್ಯ ವಿಧಾತನಾದ ಮಹಾತ್ಮ ಗಾಂಧಿಯು ತನ್ನ ಪ್ರಯೋಗ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಕೊನೆಯದಾಗಿ ಆಚರಣೆಗೆ ತಂದುದು ಮೂಲಶಿಕ್ಷಣವು. ಭಾರತದ ಜನತೆಯ ಬಾಳು ಬರಡಾಗಿರುವುದನ್ನು ಕಂಡು ಮಮ್ಮಲೆ ಮರುಗಿ, ಇದಕ್ಕೆಲ್ಲ ಸಂಜೀವಿನಿಯು ಶಿಕ್ಷಣವೇ ಎಂದು ಅರಿತು ಅದು ಸ್ವಯಂ ಪರಿಪೂರ್ಣವಾಗಿರುವಂತೆ ಹೊಸ ವಿಧಾನವೊಂದನ್ನು ಶಿಕ್ಷಣ ರಂಗದಲ್ಲಿ ತಂದರು. ನೂರಾರು ವರ್ಷಗಳ ದಾಸ್ಯದ ನೋವನ್ನು ನುರುಕಿ ನುಗ್ಗಿಕಾಯಿ ಮಾಡಿದ ಇವರ ಈ ಶಿಕ್ಷಣ ಯೋಜನೆಯು ಯೋಗ್ಯವಾದುದೇ ಸರಿ. ಪ್ರತಿಯೊಬ್ಬನೂ ತನ್ನ ಕರ್ತವ್ಯವನ್ನು ತಾನು ಅರಿತು ಸಾಕ್ಷಾತ್ಕರಿಸಿಕೊಂಡು, ಪರರಿಗೆ ಹೊರೆಯಾಗದಂತೆ ಹೋಗಿ ಬಾಳ ಬೆಳೆಯನ್ನು ಬೆಳೆಯಿಸುವ ಜ್ಞಾನವನ್ನೇ ನಿಜವಾದ ಶಿಕ್ಷಣ ಎಂದು ಸಾರಿದರು. Education is not mere knowledge of letters—it is character-building. It is the knowledge of duty ಎಂದು ೧೯೦೯ರಲ್ಲಿ ದಕ್ಷಿಣ ಆಫ್ರಿಕದ ಕಾರಾಗಾರವೊಂದರಿಂದ ಮಹಾತ್ಮ ಗಾಂಧಿಯವರು ತಮ್ಮ ಮಗ ಮಣಿಲಾಲ್ ಗಾಂಧಿಗೆ ಕಾಗದ ಬರೆದರು. ಈ ಪುತ್ರನು ಪರಿಪೂರ್ಣವಾಗಿ ತಂದೆಯ ಆಡಳಿತದಲ್ಲಿಯೇ ಶಿಕ್ಷಣ ಪಡೆದನು. ಮೂಲ ಅಂತಃಸೃಷ್ಟಿಯನ್ನು ಪಡೆಯಲು ಯತ್ನಿಸುವ ಆಕಾಂಕ್ಷೆಯಿದ್ದರೆ ಮಾತ್ರ ಈ ಶಿಕ್ಷಣದ ಯಥಾರ್ಥವು ಗೊತ್ತಾಗುತ್ತದೆ.

ಮನುಷ್ಯನು ಮನೋನಿಗ್ರಹ, ಆತ್ಮತೃಪ್ತಿಯನ್ನು ಹತೋಟಿಯಲ್ಲಿಟ್ಟುಕೊಂಡು ಹಾಯ್ದರೆ ವ್ಯಕ್ತಿಯ ನಿಜವಾದ ವಿದ್ಯಾಭ್ಯಾಸವು ಮುಂದೆ ಸಾಗಲು ಅನುವಾಗುತ್ತದೆ. ತನ್ನ ಸಂಸಾರ, ತನ್ನ ನೆರೆಯ ಹಾಗೂ ಇಡೀ ವಿಶಾಲ ಸಮಾಜದಲ್ಲಿ ದಯೆ, ದೀನವಾತ್ಸಲ್ಯ, ದಾನಾದಿ ಸದ್ಗುಣಗಳು ವ್ಯಯವಾಗಿ ಜನೋಪಯೋಗಿಯಾಗಿ ಅಭ್ಯಾಸಗೊಳ್ಳಲು ಆರಂಭವಾಗುತ್ತದೆ. ಬರೀ ಪುಸ್ತಕ ಜ್ಞಾನ, ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ತೇರ್ಗಡೆಯಾಗುವುದು, ಪ್ರಶಸ್ತಿ ಪದವಿಗಳನ್ನು ಪಡೆಯುವುದು—ಇವುಗಳ ವಿಚಾರದಲ್ಲಿ ಗಾಂಧೀಜಿಗೆ ಒಂದು ಬಗೆಯ ಅಲಕ್ಷ್ಯವೇ ಸರಿ. ತೀರದ ಮತ್ತು ನಡೆಯ ಕಟ್ಟಡದತ್ತ ಗಾಂಧೀಜಿಯ ಗಮನ ಗಮಿಸಿ, ಈ ಶಿಕ್ಷಣದ

ಕೋನವು ತಿಳಿಯಲ್ಪಡುತ್ತದೆ. ಇಂದು ಭಾರತವು ಸ್ವತಂತ್ರವಾಗಿ ಇಡೀ ವಿಶ್ವದಲ್ಲಿಯೇ ತನ್ನದೇ ಆದ ಸ್ಥಾನವೊಂದನ್ನು ಆಕ್ರಮಿಸಿಕೊಳ್ಳುತ್ತಿದೆ; ಜೈತನ್ಯಕಾರಿ ಹಾಗೂ ಪ್ರಭಾವಶಾಲಿಯಾದ ಭಾವೀ ಜನತೆಯನ್ನು ಆಶಿಸುತ್ತಲಿದೆ; ವಿದೇಶಾಂಗ ರಾಜಕೀಯ ಹತೋಟಿಯ ಹಾದಿಯನ್ನು ಹರ್ಷದಿಂದ ಹಾತೊರೆದು ನೋಡುತ್ತಲಿದೆ; ಸ್ವದುಡಿಮೆಯ ಫಲಿತದಿಂದ ಸ್ವಾತಂತ್ರ್ಯದ ಸವಿಗೆ ನಾಲಿಗೆಯನ್ನು ನೀಡುತ್ತಲಿದೆ: ಮೇಧಾವಿತನವನ್ನು ಉಪಯೋಗಿಸಿಕೊಂಡು ತನ್ನ ರಾಷ್ಟ್ರಕ್ಕೆ ತಾನೂ ಇತರರೂ ಏನು ವರ್ತಿಸಬೇಕು, ಪರರಾಷ್ಟ್ರದ ವಿಷಯದಲ್ಲಿ ತಾನು ಯಾವ ಧೋರಣೆಯನ್ನು ತೋರಬೇಕು ಎಂಬ ವಿಮರ್ಶಾ ಜ್ಞಾನದೀವಿಗೆಯ ಸಹಾಯದಿಂದ ರಾಷ್ಟ್ರರಥವನ್ನು ಸಾಗಿಸಲಿಕ್ಕೆ ಸಿದ್ಧವಾಗಿದೆ. ಈ ಬಗೆಯಾಗಿ ಸ್ವತಂತ್ರ ಭಾರತದ ಸ್ವತಂತ್ರ ಪ್ರಜೆಯಾಗಿರುವ ನಮಗೆ ಬಾಪೂಜಿಯ ಆದರ್ಶಗಳು ಮಾನ್ಯವೇ ಆಗಿವೆ. ಅವುಗಳನ್ನು ಅನುಸರಿಸಿಕೊಂಡು ಆಚರಣೆಮಾಡಿದರೆ ಗುರಿ ಮುಟ್ಟುವುದರಲ್ಲಿ ಯಾವ ಸಂಶಯವೂ ಇಲ್ಲ. ಪರಿಸ್ಥಿತಿಯು ಒಗ್ಗಿರುವಲ್ಲಿ ಭಾವೀ ಜನಾಂಗದ ಆದಿ ಸೊತ್ತಾದ ಮಕ್ಕಳ ಶಿಕ್ಷಣವನ್ನು ಯಥಾ ಯೋಗ್ಯತೆಯಿಂದ ಮುಗಿಸಿದರೆ ಮಾತ್ರ ನಾಡು ನಾಕವಾಗಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ಮಕ್ಕಳ ಮನಸ್ಸು ಹೂವಿನ ಹಾಗೆ ಹೆಗುರವಾಗಿದೆ. ಸಹಜವಾಗಿ ಅರಳಿದರೆ ಅದರ ಜಿಲ್ಲುವೂ; ಸೊಂಪಿನ ಸಾರಭವೂ ಅತಿಶಯವಾಗಿ ಕಾಣುತ್ತದೆ. ಕಮಲದ ಮೊಗ್ಗನ್ನು ಲಕ್ಷ್ಮೀ ಪೂಜೆಗೆ ಬಲಾತ್ಕಾರದಿಂದ ಅರಳಿಸಿದಂತೆ ದಳಗಳನ್ನು ಬಿಡಿಸಿದರೆ ಅದು ಸ್ವಾಭಾವಿಕವಾದ ಪ್ರಪುಲ್ಲತೆಯಾಗುವುದಿಲ್ಲ. ಮಲ್ಲಗೆ, ಜಾಜಿಯ ಮೊಗ್ಗುಗಳು ಬೆಳದಿಂಗಳ ಸುಧೆಯಲ್ಲಿ ಹೃದಯ ತುಂಬಿ ಉಲ್ಲಾಸದಿಂದ ವಿಕಸಿತವಾಗಬೇಕು: ಸುಪರಿಮಳವನ್ನು ಪ್ರಸರಿಸಿ ಮನಸ್ಸನ್ನು ಎಳೆಯಬೇಕು; ಭಗವಂತನ ಮಾಯೆಯನ್ನು ಸೂಚಿಸಬೇಕು: ತನ್ನ ವೈಶಿಷ್ಟ್ಯವನ್ನು ಬೆಳಗಬೇಕು. ಮಕ್ಕಳ ಮನಸ್ಸನ್ನು ಆ ಬಗೆಯಲ್ಲಿ ವಿಕಸಿಸುವ ಕೆಲಸವು ತಂದೆತಾಯಿಗಳಿಗಿಂತ ಮಿಗಿಲಾಗಿ 'ಪಂಚರಾತ್ರ'ದ ದ್ರೋಣರು ಹೇಳುವಂತೆ ಗುರುಗಳ ಮೇಲೆ ಬಿದ್ದಿರುವ ದಾಗಿರುತ್ತದೆ. ಓದಿ ತೇರ್ಗಡೆಯಾಗಬೇಕೆಂಬ ಆಕಾಂಕ್ಷೆ



ಯನ್ನು ಮಕ್ಕಳಲ್ಲಿ ಹುಟ್ಟಿಸಿದರೆ ಕರ್ತವ್ಯ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಅಷ್ಟಿಷ್ಟಾದರೂ ಸಾಗಿದಂತಾಗುತ್ತದೆ. 'ಒಂದಕ್ಷರವನ್ನು ಕಲಿಸಿದಾತನು ಗುರುವು' ಎಂಬ ಭಾವನೆಯಿಂದ ವಿದ್ಯೆಯನ್ನು ಸಂಪಾದಿಸುವ ಮನೋವೃತ್ತಿಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ಬೆಳೆಯಿಸಿಕೊಂಡರೆ ತಳಹದಿಯು ಘನವಾಗುತ್ತದೆ. ರಾಷ್ಟ್ರದಲ್ಲಿ ಸಿರಿಸಂಪತ್ತನ್ನು ಹೆಚ್ಚಿಸಲು ವಿದ್ಯೆಯು ಬಹುವಾಗಿ ಸಹಾಯಕರವಾಗಿರುತ್ತದೆ. "ಮಕ್ಕಳೇ ನಾಡಿನ ದೊಡ್ಡ ಸಂಪತ್ತು. ಈಗ ಮಕ್ಕಳಾಗಿರತಕ್ಕವರೇ ಮುಂದಿನ ರಾಜಕಾರಣಪಟುಗಳು" ಎಂದು ಜಾನ್ ರಸ್ಕಿನ್‌ನು ಹೇಳಿರುವುದನ್ನು ಗಮನಿಸಿ, ಮಕ್ಕಳ ಶಿಕ್ಷಣವನ್ನು ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ಪಟುತ್ವಗೊಳಿಸಿ, ಪ್ರಭಾವಶಾಲಿಗಳನ್ನಾಗಿ ಮಾಡಿದರೆ ಮಾತ್ರ ನಾಡಿನ ವಿದ್ಯಾಭ್ಯಾಸವು ಸಾರ್ಥಕವಾಗಲು ದಾರಿಯಿರುತ್ತದೆ. ನಾವಿಂದು 'ವಿದ್ಯೆ' ಎಂದು ವ್ಯವಹರಿಸುತ್ತಿರುವುದನ್ನೆಲ್ಲ ಉಪನಿಷದ್ಧರ್ಶನವು 'ಅವಿದ್ಯೆ' ಎಂದು ಗಣಿಸುತ್ತದೆ. ವೈಷಯಿಕ ಪ್ರಪಂಚದ ಕಡೆಯಿಂದ ನಮ್ಮ ನಮ್ಮ ದೃಷ್ಟಿಯನ್ನು ವಿದ್ಯೆಯು ಅಂತರ್ಮುಖಿಯನ್ನಾಗಿ ಮಾಡಬಲ್ಲದು. ಈ ಬಗೆಯ ವಿದ್ಯೆಯನ್ನು ನಮ್ಮ ನಾಡಿನ ಜನತೆಯು ಹೊಂದಬೇಕೆಂಬುದೇ ಗಾಂಧೀಜಿಯ ಹಿರಿಯ ಆಸೆಯು, ಹೆಬ್ಬಯಕೆ.

ಬೋಧನಕ್ರಮವು ಕೇವಲ ಓದುಬರಹದ ರೂಪವಾಗಿರದೆ ಚಟುವಟಿಕೆಯ ತತ್ವವನ್ನನುಸರಿಸಿ 'ಕ್ರಿಯೆಯಿಂದ ಕಲಿ'ಯುವುದಾಗಬೇಕು ಎಂಬುದು ಈಗೀಗಿನ ಸರ್ವಜನ ಸಮ್ಮತದ ಅಭಿಪ್ರಾಯವಾಗಿದೆ. ಇದು ಗಾಂಧೀಶಿಕ್ಷಣದ ಗಾಯತ್ರೀ ಮಂತ್ರವಾಗಿದೆ. ನಿತ್ಯ ಗಟಲೆಯ ಜೀವನಕ್ಕೆ ಸಂಬಂಧಪಡದ ಆಪರಿಚಿತ ಪದಾರ್ಥಗಳು ಇಂದು ಮಕ್ಕಳಿಗೆ ಸಿಗತಕ್ಕ ವಿಷಯಗಳಾಗಿವೆ. ಮನೆಯ ನಿತ್ಯಜೀವನವು ಒಂದಾದರೆ, ಪಾಠಶಾಲೆಯ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿ ವಿಸ್ತರಿಸಿರುವ ಜೀವನವು ಮತ್ತೊಂದು. ಹೀಗೆ ಶಿಕ್ಷಣದ ಫಲಿತವಾಗಿ ದಿನಚರಿಯ ಬಾಳಿನಲ್ಲಿ ತಪ್ಪು ಸರಿ ಯಾವುದು ಎಂದು ತಿಳಿಯ ಹೇಳುವುದನ್ನು ಬಿಟ್ಟು ತಮಗೆ ಸಂಬಂಧಿಸದ ಮತ್ತು ಜೀವನಕ್ಕೆ ವಿರೋಧವಾದ ವಿಷಯಗಳನ್ನು ಪ್ರತಿಸಾದಿಸುತ್ತಾ ಹೋದರೆ ಮಕ್ಕಳ ಗತಿ ಏನಾಗುತ್ತದೆ? ತನ್ನ ಸುತ್ತ ಮುತ್ತಣ ಸ್ಥಿತಿಯಲ್ಲಿ ದಿನವೂ ಉಪಯೋಗಿಸುವ, ನೋಡುವ ಪದಾರ್ಥಗಳಲ್ಲಿ, ತನ್ನ ನಾಡಿನ ಸೃಷ್ಟಿ ಸೌಂದರ್ಯದಲ್ಲಿ ಪ್ರೀತ್ಯಾದರವು ಹುಟ್ಟಲು ಮೂಲ ಶಿಕ್ಷಣವು ಬಹುವಾಗಿ ಸಹಕಾರಿಯಾಗಿರುತ್ತದೆ. ಹತ್ತಿ ಹಾಗೂ ಬೇಸಾಯದ ಬಾಲಪಾಠವನ್ನು ಕ್ರಿಯಾರೂಪದಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಕೊಡಲು ನಿಂತರೆ ಕ್ರಿಯಾಸತ್ತೆಯು

ಬಾರದೆ ಇರದು. ನಮ್ಮ ನಾಡಿನಲ್ಲಿ ಶೇಕಡ ಎಂಬತ್ತಕ್ಕೆ ಮಿಗಿಲಾಗಿ ಜನಗಳು ಬೇಸಾಯದಿಂದ ಜೀವಿಸುತ್ತಾರೆ. ಶೇಕಡ ಹತ್ತರಷ್ಟು ಕೈಗಾರಿಕೆಯಿಂದಲೂ, ಉಳಿದವರು ವ್ಯಾಪಾರ, ನೌಕರಿ ಇತ್ಯಾದಿಯಿಂದಲೂ ಇದ್ದಾರೆ. ಒಟ್ಟಿನಲ್ಲಿ ಶೇಕಡ ತೊಂಭತ್ತುಜನ ಮೂಲೋದ್ಯೋಗದಿಂದ ಉದರಪೋಷಣೆ ಮಾಡಿಕೊಳ್ಳತಕ್ಕವರು. ಆದಕಾರಣ ಬರೀ ಬುದ್ಧಿಕಾಶಲ್ಯದ ಪ್ರಧಾನತೆಯಿಂದ ಬೇಸಾಯ, ಕೈಗಾರಿಕೆಯನ್ನು ಮರೆಯುವಂತೆ ಮಾಡುವುದು ಮಹಾಪರಾಧವೇ ಸರಿ. ಮಕ್ಕಳಿಗೆ ಪೂರ್ಣ ವಯಸ್ಸಿನಲ್ಲಿಯೇ ಬೇಸಾಯಕ್ಕೆ, ಕೈ ಕೈಲಸಕ್ಕೆ ಇರುವ ಗೌರವ, ಪ್ರಯೋಜನವು ತಪ್ಪಿಹೋದರೆ ಮುಂದೆ ಶ್ರಮಗೌರವದ ಅರಿವೇ ಆರಿಹೋಗುತ್ತದೆ. ನಮ್ಮ ಜನತೆಯ ನೀತಿ ತಪ್ಪಿ ಹೋಗಿರುವುದು ಶ್ರಮಗೌರವದ ಬೆಲೆಯನ್ನು ಅರಿಯದೇ ಇರುವುದಾಗಿರುತ್ತದೆ. ತಳಹದಿಯು ಭದ್ರವಾಯಿತೆಂದರೆ ಸಾಕು, ಕಟ್ಟಡದ ಗಟ್ಟಿಯು ಚೆನ್ನಾಗಿರುತ್ತದೆ.

ಮಕ್ಕಳ ಮಾನಸಿಕ ಬೆಳೆವಣಿಗೆಗೆ ಅನುಕೂಲಿಸುವಂತೆ ಹೊಂದಿಸಿಕೊಂಡು ವಿಷಯಜ್ಞಾನವನ್ನು ಕೊಡುವಂತೆ ಕೈಕಸುಬುಗಳನ್ನು ಮಕ್ಕಳಿಗೆ ಕಲಿಸಬೇಕು. ಕೈಕಸು ಬಾಗಲೀ, ಕುಶಲ ಕಲೆಯಾಗಲೀ, ತೋಟದ ಬೇಸಾಯವಾಗಲೀ—ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಕ್ಷಣದ ಅಂಗವಾಗಿದ್ದರೆ ಮಕ್ಕಳಿಗೆ ಕಲಿಯಲು ಸಹಜವಾದ ವಾತಾವರಣವು ಸಿಗುತ್ತದೆ. ಅಮೇರಿಕದ ಸುಪ್ರಸಿದ್ಧ ಶಿಕ್ಷಣ ತತ್ವಜ್ಞರಾದ ಜಾನ್ ಡ್ಯೂಯಿಯವರು ಹೇಳುವಂತೆ ಶಾಲೆಯ ಕರ್ತವ್ಯವು ಮಕ್ಕಳಿಗೆ 'ಅನುಭವ ರಾಶಿ'ಯನ್ನು ಒದಗಿಸಿಕೊಡುವುದಾಗಿದೆ. 'ಅನುಭವದ, ಅನುಭವದಿಂದ, ಅನುಭವಕ್ಕಾಗಿ ಶಿಕ್ಷಣ' ಎಂದು ಶಿಕ್ಷಣ ತತ್ವವನ್ನು ಜಾನ್ ಡ್ಯೂಯಿಯವರು ವಿವರಿಸಿದ್ದಾರೆ. "The Philosophy in question is, to paraphrase the saying of Lincoln about Democracy, one of education of, by and for experience." ಈ ತತ್ವವನ್ನೊಳಗೊಂಡ ಪಾಠಶಾಲೆಯನ್ನು ಡ್ಯೂಯಿ ನಡೆಯಿಸಲು ಯತ್ನಿಸಿ ಅಷ್ಟಾಗಿ ಪ್ರಯೋಜನವನ್ನು ಪಡೆಯಲಿಲ್ಲ ಎಂದು ಡಾ|| ಜಕೀರ್ ಹುಸೇನರು ಗಾಂಧೀಜಿಯವರಿಗೆ ಹೇಳಿದಾಗ ಅವರು "I think he (Prof. Dewey) could not succeed in his scheme not because it was very expensive but because he could not work it on a large scale. My scheme is absolutely different, because it is a rural one" ಎಂದು ಉತ್ತರಿಸಿದರು.



ಗ್ರಾಮಭರಿತ ಭಾರತ.—ಗ್ರಾಮೀಯ ವಾತಾವರಣವು ಗ್ರಾಮದಲ್ಲಿ ಜನಿಸಿದ ಮಕ್ಕಳಿಗೆ ಸಿಕ್ಕಿದರೆ ಸಾರ್ಥಕವು ಸಲಿಸೇ ಸರಿ. “ವಿದ್ಯಾ ಶಿಕ್ಷಣ ಎಂದರೆ ಮಗುವಿನಲ್ಲಿ ಅಡಗಿರುವ ಸುಪ್ತವಾದ ಶಕ್ತಿಸರ್ವಸ್ವವನ್ನು ಹೊರಗೆಡಹುವ ಉಪಾಯ. ಅಕ್ಷರ ಜ್ಞಾನ ಅದರ ಗುರಿಯೂ ಅಲ್ಲ, ಪ್ರಾರಂಭವೂ ಅಲ್ಲ. ಅದು ಒಂದು ಸಾಧನವು ಮಾತ್ರ. ಅದಕಾರಣ ನಾನು ಮಗುವಿನ ಶಿಕ್ಷಣವನ್ನು ಕೈಕಸುಬು ಒಂದನ್ನು ಕಲಿಸುವುದರಿಂದಲೇ ಪ್ರಾರಂಭಿಸುತ್ತೇನೆ” ಎಂದು ಮಕ್ಕಳ ಶಿಕ್ಷಣದ ರೂಪರೇಖೆಯನ್ನು ಗಾಂಧೀಜಿಯು ಕೊಟ್ಟಿದ್ದಾರೆ. ಮಕ್ಕಳ ಮಾನಸಿಕ ಬೆಳೆವಣಿಗೆಗೆ ಕೈಕಸುಬು ಉತ್ತೇಜನಕಾರಿಯಾಗಿರುವುದಲ್ಲದೆ ಇತರ ಪಾಠಗಳಿಗೂ ಜೀವಕಳೆಯನ್ನು ಕೊಡುತ್ತದೆ. ಪರಸ್ಪರ ಕಲಿತು ಕೆಲಸ ಮಾಡುವುದು, ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು, ಕರಾರುವಾಕ್ತನ, ಕಾರ್ಯೋತ್ಸಾಹ, ಸ್ವಂತ ಜವಾಬ್ದಾರಿ ಇವುಗಳಿಗೆ ಹೆಚ್ಚಿಗೆ ಗಮನವನ್ನು ಕಸುಬನ್ನು ಕಲಿಯುವಾಗ ಕೊಡಬೇಕು. “It is not attainment of skill but the process of acquiring it that is educative” ಎಂದು ಡಾಕ್ಟರ್ ಜಕೀರ್ ಹುಸೇನರು ಚಟುವಟಿಕೆ ಶಾಲೆಯ ಗುರಿಯನ್ನು ಹೇಳಿದ್ದಾರೆ. ಈ ಯೋಜನೆಯು ಎಲ್ಲ ಕಸುಬು—ಕೂಲಿ, ಬೀದಿ ಗುಡಿಸುವುದು, ಹೇಸಿಗೆಯನ್ನು ಹೊರ ಹಾಕುವುದು, ವ್ಯಾಪಾರ, ಉಪದೇಶ ಇತ್ಯಾದಿಗಳನ್ನು ಮರಾಠಿಯಿಂದ ನೋಡುವ ಕೆಲಸಗಾರರನ್ನು ತಯಾರಿಸುವುದಾಗಿರುತ್ತದೆ. ಪರಸ್ಪರ ಸಹಾಯ ಸಹಕಾರವೇ ಸಮಾಜದ ಮೂಲಭೂತ ತತ್ವ. ಈ ತತ್ವವನ್ನು ಮಕ್ಕಳ ಮುಂದಿಟ್ಟು, ತನ್ನ ಸ್ವಾರ್ಥವನ್ನು ಸಮಾಜದ ಸೇವಾ ಭ್ಯುದಯಕ್ಕಾಗಿ ಅರ್ಪಿಸುವಾಗ ಮಾಡುವುದನ್ನು ಅವರು ಕಲಿಯಲು ಈ ಯೋಜನೆಯು ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸಿಕೊಡುತ್ತದೆ ಎಂಬುದನ್ನು ಮನಗಾಣಿಸಬೇಕು. “He who does not teach his son a trade, ‘so it is written in ‘The Talmud’ virtually teaches him to steal” ಎಂದು ಅಲ್ಬರ್ಟ್ ಹಕ್ಸ್ಲಿಯು ಹೇಳಿರುವುದರಿಂದ ಕಸುಬಿನ ಘನತೆಯು ಅರಿವಾಗುತ್ತದೆ. ಭಾವಿ ಜನಾಂಗವಾದ ಮಕ್ಕಳ ವಿಷಯದಲ್ಲಿ ಅಲಕ್ಷಿಸುವುದು ಸಾಧ್ಯವಲ್ಲ. ಅದಕಾರಣ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರಕ್ಕೆ ವಿರೋಧವಲ್ಲದ ಮೂಲ ಶಿಕ್ಷಣದ ಮೂಲಕ ಮಕ್ಕಳಿಗೆ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುವುದು ಲೇಸಾಗಿರುತ್ತದೆ. ಡಾಕ್ಟರ್ ಜಕೀರ್ ಹುಸೇನರು “ಉತ್ತಮ ಶಿಕ್ಷಣವನ್ನು ಉತ್ತಮ ಬಗೆಯಲ್ಲಿ ಕೊಡಬೇಕಾದರೆ ಗಾಂಧೀಜಿಯವರು ಹೇಳಿರುವಂತೆ ಅದು

ಬಹಳ ಮಟ್ಟಿಗೆ ಒಂದು ಕೈ ಕಸುಬನ್ನು ಹಿಡಿದುಕೊಂಡು ಬರಬೇಕು” ಎಂದು ಹೇಳಿರುವುದನ್ನು ಎಲ್ಲರೂ ಮನಗಾಣುವುದು ಸೂಕ್ತವಾಗಿರುತ್ತದೆ.

ಮನುಷ್ಯನಿಗೆ ತನ್ನ ದಿನಚರಿಯ ಬಾಳನ್ನು ಸುಗಮವಾಗಿ ನಡೆಯಿಸಿಕೊಂಡು ಹೋಗಲು ಆಶ್ರಯ, ಆರೋಗ್ಯ, ಅರಿವು, ಆಶನ—ಇವುಗಳ ಅಡಚಣೆಯು ಬಂದರೆ ಸಾಕು ಅದರ ಬಂಡಾಟವನ್ನು ಹೇಳುವಂತಿಲ್ಲ. ಮನುಷ್ಯನು ಚಿಕ್ಕವನಾಗಿದ್ದಾಗಲೇ ಮುಂದಿನ ಕಾರ್ಯಕದ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಮೊದಲು ಆತನಿಗೆ ಕಾರ್ಯಕ ರೂಪಿ ಶಿಕ್ಷಣವನ್ನು ಒದಗಿಸಿದರೆ ಮುಂದಿನ ಜೀವನವು ಸುಗಮವಾಗಿ ಸಾಗುವುದರಲ್ಲಿ ಯಾವ ಸಂಶಯವೂ ಇಲ್ಲ. ಮಕ್ಕಳ ಮನಸ್ಸು ಸತತವೂ ಅಟಿದ ಕಡೆಗೆ ಓಡುತ್ತಿದೆಯೇ ಹೊರತು ಓಡು ಬರಹದ ಕಡೆಗೆ ಓಡುವುದು ಸಹಜಸಾಧ್ಯವಲ್ಲವು. ಅಟಿದ ಮೂಲಕವೇ ಅವರಿಗೆ ಶಿಕ್ಷಣವು ಸಿಗುವಂತಾಗಬೇಕು. ಅಟಿದಲ್ಲಿ ಮಕ್ಕಳಿಂದ ಪರೋಕ್ಷವಾಗಿ ಕೆಲಸವು ಸಾಗುತ್ತದೆ. ಈ ಕೆಲಸದ ಶಿಕ್ಷಣವೇ ಅವರ ಭವಿಷ್ಯ ಜೀವನದಲ್ಲಿ ಭಾವಿ ಉತ್ಪಾದಕ ಕಾರ್ಯಕಗಳಿಗೆ ಗಟ್ಟಿ ತಳಹದಿಯನ್ನು ಹಾಕಿ ಕೊಡುವುದು. ಕಾರ್ಯಾಸಕ್ತಿಯು ಮಕ್ಕಳಿಗೆ ಹುಟ್ಟುಗುಣವು. ಅದಕ್ಕೆ ಪ್ರೋತ್ಸಾಹ ವನ್ನೀಯುವುದರ ಜೊತೆಗೆ ಜೀವನ ಶಿಕ್ಷಣವನ್ನು ಸಾರ್ಥಕ ಪಡಿಸಿದಂತಾಗುತ್ತದೆ. ಮಗುವು ದೊಡ್ಡವನಾದಾಗ ಆತನು ಮುಂದೆ ಬಾಳನ್ನು ಯಾವರೀತಿ ಸಾಗಿಸಬೇಕೆಂಬ ಪ್ರಬಲ ಸಿಡಿಲು ಹೊಡೆದು ಗಾಬರಿಯಾಗಿ ಎದೆಯೊಡೆದು ದಿಗಿಲು ಬೀಳಬಾರದೆಂಬ ಮಹದಾಕಾಂಕ್ಷೆಯೇ ಮೂಲ ಶಿಕ್ಷಣದ ಗುರಿಯು. ಮಕ್ಕಳಿಗೆ ಶಿಕ್ಷಕನು ತನ್ನ ವಿಚಾರವನ್ನು ಬಲವಂತದಿಂದ ತುಂಬಲು ಪ್ರಯತ್ನಿಸದೆ ಅವರ ಒಲವು ನಿಲುವಿನ ಬಗ್ಗೆ ಅಭ್ಯಾಸಿಸುವ ಮನಶ್ಶಾಸ್ತ್ರದ ತತ್ವವನ್ನು ಮೂಲಶಿಕ್ಷಣವು ನಿರತವೂ ಅನುಮೋದಿಸಿ ಅನುಪಾಲಿಸುವುದು. ಅರ್ಥ ಶಾಸ್ತ್ರದ ಕಟ್ಟಳೆಯಂತೆ ಮಾನವನ ಬೇಡಿಕೆಯ ವಸ್ತುಗಳನ್ನು ತಮ್ಮತಮ್ಮಲ್ಲಿಯೇ ತಯಾರಿಸಿಕೊಂಡು ಅವುಗಳ ವಿನಿಮಯದಿಂದ ಕಾರ್ಯ ಸಾಗಿಸಿದರೆ ಮಾತ್ರ ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿಯು ಸುಧಾರಿಸುತ್ತದೆ ಎಂಬುದನ್ನೂ ಸಹ ಇದು ಸರಿಪಾಲಿಸುವುದರಿಂದ ತಮ್ಮತಮ್ಮ ಶಕ್ತ್ಯಾನುಸಾರ ಕಾರ್ಯಕವನ್ನು ಕೈಗೊಂಡು ಉದರ ಭರಣ ಮಾಡಬೇಕೆಂಬ ತತ್ವವು ಚಿಕ್ಕಂದಿನಲ್ಲಿಯೇ ಮಕ್ಕಳ ಮನಸ್ಸಿನಲ್ಲಿ ಬೇರೂರುತ್ತದೆ.

ಮಕ್ಕಳು ಸಮಾಜಕ್ಕೆ ಹೊರೆಯಾಗುವ ಶಿಕ್ಷಣವು ಇಲ್ಲಿ ಸಿಗುವುದಿಲ್ಲ. ಶಾಲೆಯಲ್ಲಿ ಮಾಡುವ ಕೆಲಸವು ಸಮಾಜದ ಕೆಲಸ ಕಾರ್ಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿರುವುದರಿಂದ



ಶಾಲೆಯ ಅಂಗಣದಲ್ಲಿ ಮಕ್ಕಳು ಸಂಪಾದಿಸಿದ ದೃಷ್ಟಿ, ಮನೋಭಾವಗಳನ್ನು ಬಾಹ್ಯ ವಿಶಾಲ ಜಗತ್ತಿನ ವ್ಯವಹಾರಕ್ಕೆ ಹೊಂದಿಸಿಕೊಳ್ಳಲು ಮಕ್ಕಳು ಶಕ್ತರಾಗುತ್ತಾರೆ. ಮಕ್ಕಳ ಮನಸ್ಸು ಮೆದುವಾಗಿರತಕ್ಕ ಬಾಲ್ಯ ತಾರುಣ್ಯಗಳ ನೇಳೆಯಲ್ಲಿ ಅವರ ಕೆಲಸ ಕಾರ್ಯಗಳಲ್ಲಿಲ್ಲಾ ಸಮಾಜ ಸೇವೆಯ ಗುರಿಗೆ ಮೊದಲನೆಯ ಸ್ಥಾನ. ಮುಂದಿನ ಪೌರರಿಗೆ ತಮ್ಮ ವೈಯಕ್ತಿಕ ಯೋಗ್ಯತೆ, ಮರ್ಯಾದೆ, ದಕ್ಷತೆ— ಇವುಗಳ ವಿಚಾರದಲ್ಲಿ ಚುರುಕಾದ ಜ್ಞಾನವನ್ನು ಉಂಟು ಮಾಡಿಕೊಡುವುದು ಆಗಿರುವುದರಿಂದ ಅವರಲ್ಲಿ ಆತ್ಮೀಯ ನೈತಿಕ ಆಕಾಂಕ್ಷೆಯನ್ನೂ, ಸಮಾಜ ಸೇವಾ ಅಭಿಲಾಷೆಯನ್ನೂ ವರ್ಧನಪಡಿಸುತ್ತದೆ. ಮಾನವನ ಜ್ಞಾನ ಬಲವೂ, ಶರೀರ ಶಕ್ತಿಯೂ ಯಥೇಚ್ಛೆಯಾಗಿ, ಸ್ವತಂತ್ರವಾಗಿ ಬೆಳೆಯುವಂತಾಗುವುದೇ ವಿದ್ಯೆ ಎನಿಸಿಕೊಳ್ಳುತ್ತದೆ. ಯೋಗ್ಯ ರಾಷ್ಟ್ರೀಯ ವಿದ್ಯಾಭ್ಯಾಸ ದೊರಕಿದ ವ್ಯಕ್ತಿಯು ಜನತೆಗೆ ಅಮೌಲ್ಯವಾದ ಆಸ್ತಿಯು; ಆ ಜನಾಂಗದ ನಿತ್ಯ ಸುಖಕ್ಕೆ ಒಂದು ನಿಧಿಯು. The capital of the country does not consist in cash or paper but in the brains and bodies of the people, who inhabit it. Good National Education is not only an investment but an insurance” ಎಂದಿದ್ದಾರೆ ಡಾಕ್ಟರ್ ಫಿಷರ್.

ಬುದ್ಧಿ ತೀಕ್ಷ್ಣತೆ, ಸರಳತೆ, ವಿನಯ, ಸೌಶೀಲ್ಯ, ಜನ ಸೇವಾಸಕ್ತಿ, ಸ್ವಾವಲಂಬನ, ದೇಶಭಕ್ತಿಯಾದ್ದಿ ಸದ್ಗುಣಗಳು ಜನಿಸಬೇಕಾದರೆ ಉದಾರವಾದ ರಾಷ್ಟ್ರೀಯ

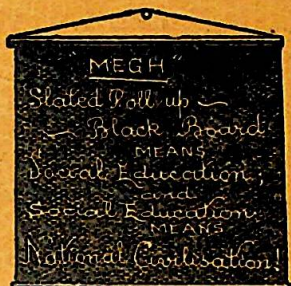
ಶಿಕ್ಷಣವು ಸಿಗಬೇಕು. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣವಾದ ಮೂಲ ಶಿಕ್ಷಣವು ನಮ್ಮ ಮಕ್ಕಳಿಗೆ ಸಹಜ ವಾತಾವರಣ, ಸನ್ನಿವೇಶವನ್ನು ಕೊಡುವುದರಲ್ಲಿ ಯಾವ ಸಂಶಯವೂ ಇಲ್ಲ. ಮೂಲಕಸುಬಿನ ಸುಲಭಸಾಧ್ಯತೆಯ ಮೆಟ್ಟಿಲಿನಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ನಾವು ಶಿಕ್ಷಣವನ್ನು ಕೊಡಲಿಕ್ಕೆ ಯತ್ನಿಸಿದರೆ ಮೂಲ ಶಿಕ್ಷಣವು ಮಕ್ಕಳಿಗೆ ಯಥಾ ಯೋಗ್ಯವಾಗದಿರದು. ಮಕ್ಕಳ ತರಗತಿಗಳಲ್ಲಿ ಪಠ್ಯ ಪುಸ್ತಕಗಳೂ, ನೋಟ್ ಬುಕ್ಸ್ ಇಂದು ಹೆಚ್ಚಾಗಿ ಕಾಣಲ್ಪಡುತ್ತಿವೆ. ಶಿಕ್ಷಣ ಕೊಡಲು ಮಕ್ಕಳಿಗೆ ಪದಾರ್ಥಗಳೇ ಹೆಚ್ಚಾಗಿ ಬೇಕೆನ್ನುವವರು ಮೇಡಮ್ ಮಾಂಟೆಸೊರಿಯವರು. ತಮಿಳು ನಾಡಿನ ಶಾಯರ್‌ಪುರದ ಕಲಾಶಾಲೆಯಲ್ಲಿನ ಮೇಜಿನ ಮೇಲೆ ಪುಸ್ತಕಗಳ ಜೊತೆಗೆ ಹುಣಿಸೆ ಕಡ್ಡಿಗಳೂ ಇದ್ದು ತೀದರೆ ಮೂಲಶಿಕ್ಷಣಕ್ಕೂ, ಮಕ್ಕಳಿಗೂ ಇರುವ ನಿಕಟ ಬಾಂಧವ್ಯವು ಗೊತ್ತಾಗದೆ ಇರದು! “ಶಿಕ್ಷಣ ಎಂಬ ಶಕ್ತಿ ಯುಳ್ಳ ಕೋಟಿಯನ್ನು ಕಟ್ಟಿದರು” ಎಂದು ಮಹಾತ್ಮ ತಿಲಕರ ವಿಷಯವಾಗಿ ಭಾರತಿ ಮಹಾಕವಿಯು ಹೇಳಿರುವುದೇ ಸಾಕಾಗಿದೆ. ಸತ್ಪಲವನ್ನು ಕೊಡುವ ಕ್ರಾಂತಿಯು ಶಿಕ್ಷಣ ಕ್ರಮದಲ್ಲಿ ಆದಾಗ ಮಾತ್ರ ಸಾರ್ಥಕತೆಯು ಸಿಗುತ್ತದೆ. ಗಾಂಧೀಜಿಯ ನುಡಿಗಳು ನೆನಪಿಗೆ ಬರಲಿ.

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26th December 1958 :	Afternoon	.. Secretaries' meeting.
	Evening	.. Opening of the Exhibition.
	Night	.. Report of the Secretary and Subject Committee.
27th December 1958 :	10-30 a.m.	.. Inauguration of the Conference.
	Afternoon	.. Sectional Conference.
	Evening	.. General Sessions.
	Night	.. Entertainment Programme.
28th December 1958 :	Morning	.. Sectional Conferences.
	Afternoon	.. do
	Evening	.. General Sessions.
	Night	.. General Council Meeting.
29th December 1958 :	Morning & Afternoon	.. Sectional Conferences.
	Evening	.. General Sessions.
	Night	.. Delegates' Entertainment.
30th December 1958 :	Morning	.. Sectional Conferences.
	Evening	.. General Sessions—Conclusion.
31st December 1958 :	Excursion to Rupar and Bhakra Nangal.	

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